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AUTHOR Steele, James; And Others
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ABSTRACT

Supplementing a study that surveyed the instructional approach to writing skills of Ontario's teacher training institutions as well as composition instruction in general at the secondary level, this bibliography complements existing bibliographies on writing instruction. More than 1,600 works published before 1977 in Canada, Great Britain, and the United States are cited, including (1) Canadian and British periodical articles, monographs, reports, papers, and theses; (2) original abstracts from a large selection of Canadian and British research material; and (3) catalog references to abstracts of American works that have been published by the Educational Resources Information Center in Washington. Several bibliographies consulted in the preparation of this list are discussed. (JD)

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THE TEACHING OF COMPOSITION

A STUDY OF THE APPROACH TO WRITING SKILLS IN ONTARIO FACULTIES OF EDUCATION AND TEACHERS' COLLEGES, RELATED SURVEYS, AND A BIBLIOGRAPHY

JAMES STEELE (Principal Investigator)
AVIVA FREEDMAN (Project Co-ordinator)
A.M. BEATTIE
TREVOR BANKS
JAMES DOWNEY
W.R. McGILLIVRAY
ALAN McLAY

and

IAN PRINGLE (Co-investigator)

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INTRODUCTION

by

Aviva Freedman

This bibliography provides an annotated list of monographs, articles and theses related to the teaching of expository writing skills in grades seven through thirteen. Care has been taken not to duplicate already existing bibliographical studies but to supplement them, particularly in the coverage of Canadian and British monographs and of periodical literature in general. Several bibliographies which were consulted and which supplement this listing are discussed at the end of this introduction.

Selection and Source of Titles

Items included in this bibliography were selected from bibliographical sources compiled or codified from 1965 to Spring 1977. The researcher interested in material published prior to 1965 is referred to the article by Henry C. Meckel on "Research on Teaching Composition and Literature" in the Handbook of Research in Teaching (Chicago: Rand McNally, 1963); and to Richard Braddock, Richard Lloyd-Jones and Lowell Schoer, Research in Written Composition (Champaign, Illinois: National Council of Teachers of English - 1963).

With few exceptions the bibliography in this report includes material published only in Canada, Great Britain and the United States. Beyond these temporal and geographical considerations, selection of items for inclusion in the bibliography was based

entirely on subject matter: included are only those works that have a direct relationship to the teaching of composition and only those textbooks which also make an original contribution to research or theory. Consequently, within the stated terms of reference, this bibliography is comprehensive rather than selective; no attempt has been made to indicate the relative merits of the works listed.

CANADA

Canadian items directly concerned with the teaching of expository writing in English are far less numerous than those published in Great Britain or the United States; and they are less likely to be included in the standard bibliographic services of those two countries. An attempt has been made, therefore, to make the Canadian section of this bibliography as comprehensive as possible, and to include monographs, reports, periodical articles, and theses (both masters and doctoral).

The Canadian Education Index, published from 1965 to 1971 by the Canadian Council for Research in Education and since 1972 by the Canadian Education Association, has been the principal means of finding items appearing in Canadian periodicals, books, pamphlets and reports. The Directory of Education Studies in Canada, published by the National Education Association, and Canadiana, published by the National Library, were also consulted. Secondary Education, October 1973, and Pre-Service

Education, October 1976, bibliographies published by the Canadian Teachers' Federation in the series "Bibliographies in Education", have likewise been searched for titles. Two new computerized systems were also employed: Ontario Educational Research Information System and the Canadian Plains Research Centre.

GREAT BRITAIN

Of the large amount of theoretical and practical material on education written in Great Britain, this bibliography includes only monographs and periodical articles which specifically relate to teaching writing skills to senior students. No attempt has been made to include theses completed at British universities.

Titles of periodical articles were found in the British Education Index (British Library Bibliographic Services Division); titles of monographs in the book reviews and announcements appearing in the issues of the following British education periodicals during 1965-1977: The British Journal of Educational Psychology, The British Journal of Educational Studies, Educational Research, Educational Review, English in Education, and Use of English. Issues of The Times Educational Supplement (January 1976-August 1977) were also searched.

UNITED STATES

This bibliography includes a large, though by no means

exhaustive, list of American items (papers, periodical articles, dissertations, and monographs) which pertain to the teaching of expository writing.

The principal research tool used for surveying the American literature was the computerized search and retrieval system provided by the Systems Development Corporation, California. The specific data base employed most extensively was that developed by the Educational Resources Information Centre (ERIC). Following is a list of the descriptors and combinations of descriptors used in the ERIC search: composition skills (literary); composition (literary) and teaching methods and teaching techniques; rhetoric and teaching methods and teaching techniques; expository writing and teaching methods and teaching techniques; paragraph composition and teaching methods and teaching techniques; literacy and teaching methods and teaching techniques. These descriptors, nevertheless, selected some items not relevant to our study; such items were subsequently discarded.

Two other publications which provided titles for inclusion in the present bibliography, and which are described at the end of this introduction, are: Teaching Composition: 10 Bibliographical Essays, edited by Gary Tate; and Richard Larson's yearly annotated bibliography.

A common source of titles (Canadian, British, and American) were the course bibliographies supplied by instructors of English

at faculties of education in Canadian universities.

Organization of Items

The titles included in this bibliography have been organized according to national origin and type of publication. For periodical articles national origin has been determined by the place of publication of the periodical; for theses, by the geographical location of the academic institution. For books and monographs, the determining factors have been the place of publication and, when known, the nationality of the author.

The items listed are arranged as follows: CANADA: (1) Monographs, Reports and Papers, (2) Periodical Articles, and (3) Theses; GREAT BRITAIN: (1) Monographs, Reports and Papers, and (2) Periodical Articles; and UNITED STATES: (1) Monographs, Reports and Papers, (2) Periodical Articles, and (3) Dissertations.

Annotations and Abstracts

To the extent that time and the availability of texts allowed, an attempt has been made to provide, or to indicate the location of, summaries or abstracts for all the items listed. The length of an annotation, or its absence, does not necessarily imply a judgement as to the importance of the item.

Throughout the bibliography a consistent system for referring to available abstracts has been used. The reader is directed to the monthly abstract journal, Resources in Education,

published by ERIC, in which case the ERIC number is indicated; or to Richard Larson's yearly bibliography in College Composition and Communication, in which case Larson and the year is given; or to Teaching Composition: 10 Bibliographical Essays, edited by Gary Tate, in which case Tate and the page number is cited. For each item only one source is indicated, either ERIC, or Larson, or Tate, in that order of preference. Finally, in the case of an item for which no annotation is available in ERIC, Larson or Tate, but which is discussed in the review article included in this study, the reader is directed to that article.

It has been assumed that the ERIC manuals, Larson, and Tate are readily accessible research tools. For many items included in this bibliography which are not summarized or discussed in these works and are not referred to in the review article, abstracts have been provided. Some of these abstracts have been reproduced from the 1976-77 edition of Resources, the N.C.T.E. catalogue, (these are marked with a capital R in parentheses at the end of the item); others have been written specifically for this bibliography.

Some Related Bibliographies on Composition

Several bibliographical studies which list works specifically on composition and the teaching of writing skills have been particularly useful in identifying titles for inclusion in the present bibliography and in determining its scope.

Specifically, Teaching Composition: 10 Bibliographical

Essays, edited by Gary Tate, (Fort Worth: Texas Christian University, 1976) was taken into consideration. This volume, which lacks an index, contains the following review articles: "Invention: A Topographical Survey" by Richard Young; "Structure and Form in Non-Fiction Prose" by Richard Larson; "Approaches to the Study of Style" by Edward P.J. Corbett; "Modes of Discourse" by Frank D'Angelo; "Basic Writing" by Mina P. Shaughnessy; "The Uses of Media in Teaching Composition" by W. Ross Winterowd; "Rhetorical Analysis of Writing", by Jim W. Corder; "Composition and Related Fields" by James L. Kinneavy and C. Robert Kline, Jr., and "Dialects and Composition" by Jenefer M. Giannasi.

Another useful guide was Richard Larson's bibliography, published since 1973/74 in College Composition and Communication. Larson describes his criteria for selection as follows:

> I have adopted the policy of excluding from the list all textbooks, reviews of books, and items dealing with the preparation or in-service training of teachers. I have also excluded items dealing with the state of the profession and items that argue familiar issues. My goal has been to list items that report research which might make a contribution to our knowledge about composition and the teaching of composition and also to list items that while not reports of research, record a significant classroom experience or a noteworthy idea about the teaching of composition.
>
> (1973/74; p. 187)

A third bibliography which complements both Tate and Larson was also consulted: Shannon Burns' et. al. An Annotated

Bibliography of Texts on Writing Skills: Grammar and Usage, Composition, Rhetoric, and Technical Writing (New York: Garland Publishing Inc., 1976). As this is a listing of some four-hundred and forty-three school textbooks, it supplements the bibliography included in this report which lists only theoretical items.

Another work taken into consideration was Rhetoric: A Unified Approach to English Curricula; A Report (Toronto: Ontario Institute for Studies in Education, 1970). This includes a useful bibliography under the following four headings: bibliographies; primary texts; historical and critical studies; and contemporary theory and practice. The last section also provides annotations for some of the items listed.

Several unannotated bibliographies were also consulted: A Minimal Professional Reference Library for Teachers of Secondary School English - 1968 (compiled by the Secondary Section of the National Council of Teachers of English); and A Minimal Professional Library on the Language Arts for Elementary School Teachers - 1976 (compiled by the Elementary Section and others of the N.C.T.E.). The first of these two listings and a bibliography selected from the N.C.T.E. publications College Composition and Communication, College English, and English Journal, are provided by editors Gary Tate and Edward P.J. Corbett in an "Additional Readings" section of their collection of essays, Teaching High School Composition (New York: Oxford University Press, 1970).

LIST OF ABBREVIATIONS

ERIC	Educational Resources Information Centre
Larson	Richard Larson's bibliography, published since 1973/74 in College Composition and Communication
N.C.T.E.	National Council of Teachers of English
R	Resources, catalogue published by the National Council of Teachers of English
Review Article	Section of this report reviewing literature on the teaching of composition
Tate	Gary Tate (ed.), Teaching Composition: 10 Bibliographical Essays

CANADIAN PERIODICAL ARTICLES

Adams, Dennis M. "Ideas on Creative Writing." Learning Resources, Nov. 1975, 3:21-24.

After offering some general suggestions about the teaching of creative writing to elementary school students, the author discusses 13 specific assignments under the following headings: purpose, additional goals, procedure, possible teacher comments, helpful hints, and topics for discussion.

Allen, Sheilah. "A Response to Nonreaders, Then and Now." B.C. English Teacher Journal, Jan. 1976, 16:31-32.

This article suggests ways of ensuring that students can read what teachers expect them to read. Suggestions are made concerning testing, interest inventories, variety, groupings of students, etc.

Andrews, Alison, et al. "The 'Illiterates' Respond." ATA Magazine, Jan. 1977, 57:16-19.

In four short articles, two high-school students and two university students present their views. The two main concerns are teacher competence and the Effective Writing Qualification Test.

Armstrong, Robert D. "The Revolution in Grammar Has Just Begun." The English Teacher, March 1969, 9:5-13.

This paper suggests that scientific study of language will, in time, produce revolutionary changes in the elementary English curriculum. After discussing the value and uses of the "new grammar," the author claims that linguistically oriented language development studies have produced insights into the language learning process which should lead to dramatic improvements in English language programs. He lists seven generalizations based on the findings of such studies and discusses ways of putting them into practice.

Baergen, Peter. "The Comma or the Camera?" ATA Magazine, Jan. 1977, 57:34-35.

The two current schools of methods to achieve literacy are here called the Comma School and the Camera School. The former includes those who believe in rules and precision; the other includes those who believe language arts courses consist largely of finding or taking pictures to represent the "meaning" of bits of prose or poetry. The author concedes that the Camera approach is attractive as a motivational device, but suggests that if even a minority of students are to have full command of the language, teachers should spend less time on motivation

and more on developing literacy as taught by the Comma School.

Bailey, Don. "Types of Sentences." B.C. English Teacher, Jan. 1976, 16:62-63.

This article presents a lesson on sentences. The sentence is defined, as are assertive, declarative, interrogative, imperative, and exclamatory sentences.

Barnes, Douglas. "The Direction of English Teaching in Secondary Schools in Britain." The English Quarterly, Summer 1968, 1:105-08. ERIC ED022764

Barzun, Jacques. "English As She's Not Taught." Journal of Education, (Nova Scotia), Feb. 1966, 15:3-10.

The author claims that the real danger to the language is the profusion of jargon, cant, vogue words, and loose syntax in the widely circulated writings of educated people. He claims that tone should be the starting point in all composition teaching: the teacher must ask, "what effect are you producing and at what cost of words?" (This article is reprinted from Atlantic Monthly (Boston), 1953).

Bentley, Roy. "Myths in the Teaching of English." B.C. English Teacher Journal, Jan. 1976, 16:1-4.

The following myths about English teaching are considered: (1) the myth that teachers must "cover" their subjects, (2) the one-year "wrap-up" of the subject, (3) the importance of a "set" curriculum, (4) the myth of theory and reality, and (5) the myth of parts and the whole, which leads to the attention to and isolation of sub-skills.

Bertram, Frank. "Sink or Swim Teaches Survival, Not Swimming." The Journal of Education, Faculty of Education, Vancouver, Spring 1975, 21:51-55.

This article maintains that the English teacher should consciously, rather than intuitively, understand how his language works; that he must be aware of the literary traditions of the English speaking world; that familiarity with the craft and skills involved in radio, film, television, and theatre is essential; and finally, that the teacher should be aware of his own skills in writing and talking. To achieve these goals Bartram suggests that English departments have to recognize that a large number of their students will become teachers. Faculties of Education too must accept responsibility for integrating subject knowledge, philosophical and psychological awareness, and practical classroom experience in the English methods class. In the first three years schools should offer regular supervision and professional support to the new teacher.

Boardmore, H. "English Composition in Elementary and Junior High Schools." Journal of Education (Nova Scotia), Feb. 1965, 14:11-14.

The following suggestions for the teaching of composition are offered: (1) Stimulate story telling by drawing pictures on the blackboard or by constructing a plot outline involving the whole class. (2) Give thought to grammar and marking: grammar is much less a chore if creative work is involved, and compositions should be marked carefully although numerical grading should be avoided. (3) Praise. (4) Try incentives like a Class Composition book. (5) Help students enrich their compositions with vivid descriptions. (6) Give students continual practice in writing.

Bogden, Deanne. "A Rhetorical Approach to Teaching Prose Style in Senior High School English." English Quarterly, Spring/Summer 1976, IX:115-28.

A systematic study of style is advocated as a valuable means of approaching both some chronic problems in written composition and the study of literature. This author lists seven purposes for introducing the study of style based on the principles of rhetoric and stylistics and outlines "a Curriculum of Stylistic Investigation," including separate discussions of diction and five methods of performing stylistic analysis: propositional reduction, syntactic analysis, rhetorical terms, quantitative analysis, and imitation.

Bohnec, Ruth. "Are They Succeeding? English Options in Alberta Junior High Schools: Results of a Study." Alberta English, Fall 1973, 13:21-23.

This article summarizes the results of a survey of English options in Alberta junior high schools three years after the options were introduced. About half of these options were reading and general language arts courses; the rest were special courses such as drama, television arts, and creative writing. The findings suggest that the program is fulfilling most of its objectives and is enjoying a fair degree of popularity with teachers.

Bone, Georgina. "Demythologizing English." Skylark, Summer 1972, 8:24-25.

The syllabus for a course in "English Language Appreciation" which is proposed here includes (1) a summary of historical developments which have produced our present language, (2) a study of the different types of language each person must develop (i.e., interior speech, intimate language, formal, written, etc.), and (3) an exploration of some of the many other characteristics of our language and the ways it is used (i.e., the languages of law, persuasion, the media,

politics, etc.).

Boston, Stewart. "Picking Up the Pieces: A Bitter Legacy." ATA Magazine, Jan. 1977, 57:9.

The author looks at the pleas for a return to basics in the context of the societal changes in recent years.

Broatch, Joanne. "Hello Out There in Contentland or is Anyone Out Here Listening?" Update, June 1973, 13:33-34.

Cited here are students' responses to two questions: "What would you like to say to your next year's English teacher about writing?" and "what was the best thing about English this year?"

Brown, L. "Why Teach Parts of Speech?" Newfoundland Teachers' Association Journal, Winter 1972, 64:30-32.

It is suggested that teaching the definitions of structural grammar is as futile as the traditional approach to teaching parts of speech. An inductive approach is recommended, by which pupils are encouraged to examine particulars of the language and to form their own generalizations. Some examples are given of how to teach in this way.

Bubba, Lydia and Jon Thorhallsson. "Classroom Experiments." English Quarterly, Spring 1974, 7:55-59.

A report on "Spelling Clues," the English spelling program in which a computer is used to drill students in spelling. This project was launched at Red Deer College, in the fall of 1972, by a group of English instructors who hope to also introduce a Punctuation, Grammar, and Vocabulary Program.

Cameron, Brent. "Sensitivity Training in the Classroom." Alberta English, Summer 1970, 10:18-22. ERIC ED048310

Cameron, Jack R. "Communication and Curriculum Reform." B.C. Teacher, Nov. 1966, 46:80-82.

Stressing the importance of "the principle of usage," the author states that the task of the curriculum builder is to determine what "dialect" is most influential in our society and to organize courses and write textbooks focusing realistically on that dialect. The same principle also has implications for other subjects.

Cameron, Jack. "Descriptive Linguistics and the Electronic Media." ATA Magazine, Nov.-Dec. 1967, 48:21-23.

Basic to the argument presented is the contention that whatever English teachers tell their students about the

language should reflect the facts of current usage. Less time should be spent on what people should not say and more on analyzing what they do say. The media provide a wonderful source of language data for analysis.

Carlson, Ruth Kearney. "Evaluation - a Major Phase of the Creative Process." Journal of Education, (Faculty and College of Education, Vancouver and Victoria) May 1967, 13:61-70.

Evaluative measures which focus more on content and the structure of creative products than upon mechanical errors and negative criticism are discussed. The author claims that the evaluative process must foster competence with confidence and inspire further creativity. She maintains that the quality of students' writing is most effectively improved by the reading of good literature, experience in oral expression, and exposure to multi-sensory experiences. While the author describes several general and analytical originality scales (Colvin, Felt, Schonell, Oftedal, Carlson, Torrance, Yanamoto, etc.), she suggests that sympathetic conferences between the author and his readers is one of the best ways to evaluate creative work.

Chorny, Merron. "Variations on a Recurring Theme." ATA Magazine, Jan. 1977, 57:41-43.

The author demonstrates that the mid-fifties was a period of criticism of education and of English teaching. He points out that in the late fifties, when there was considerable public concern about the decline of students' writing abilities, high schools in Alberta were devoting half of the total language time to "the basics." After summarizing much of the "evidence" about illiteracy, he concludes that the current charges may erode the progress that has been made and curtail the effectiveness of the general level of English teaching.

Chorny, Merron. "The Teaching of English in England: Some Impressions." Alberta English, Spring 1971, 11:4-8.

The British approach to the teaching of English is described and compared with practices in Alberta. The following impressions of the British method are included: (1) programs in the non-examination years are distinghished by considerable flexibility and freedom; (2) the syllabus is much less content-oriented, much less concerned with specifying isolated skills to be developed; (3) the emphasis is on involving children in language, on having them use it rather than study it; (4) little direct teaching of language occurs; lessons in grammar are virtually non-existent and talking and writing are stressed.

Cianci, Vito. "Journalism to the Rescue?" B.C. Teacher, April 1966, 45:291.

In this article it is argued that those who prepare future English teachers have an aversion to clear and concise language; and that they forget that the purpose of secondary school language programs is not to produce specialists. The author suggests that the help of professional writers and journalists be sought, and that a course in journalism be offered in every high school.

Cosbey, Robert C. "The Teaching of Written English - Notes from Regina Discussions." Skylark (Sask. English Teachers' Association) Fall 1973, 10:31-33.

This article makes three suggestions: (1) that a standardized style sheet for high school and university English classes be adopted (including a list of "dead causes"); (2) that teachers exchange ideas, examples, projects etc.; and (3) that changes be made in the present system in which teachers operate. The author advocates that English be taught only by those trained as English teachers; and that students be tested for reading and writing ability and allowed to work with others of the same level.

Courage, John jr. "Some Aspects of the Linguistic Approach to English Grammar in High School." Newfoundland Teachers' Association Journal, Dec. 1965, 57:22-25.

It is proposed that a "New English" is needed. The high-school teacher of the New English, it is suggested, would not have to be a trained linguist; but he or she would require some training in usage and terminology and would need to be familiar with sentence patterns, form words, and intonation. The 7 basic sentence patterns which the teacher must learn are listed and defined: form and structure words and intonation are also discussed.

Crawford, George. "They Want to Be Literate." Journal of Education, Fall 1976, 4:19-31.

A teacher here provides a detailed description of a successful program for improving students' writing skills. Students must be taught, he says, to be effective critics of their own writing. After describing his program, the author discusses types of assignments, essay length, and the place of creative writing. He also comments on texts, the relevance of formal instruction in grammar, the teaching of a paragraph, failure rates, the encouragement of excellence, student response, oral work, the burden on English teachers and departments, and the responsibility of other departments. In conclusion he stresses that teachers must be especially competent in editing effectively and creatively.

Damer, W. "Variations on a Composition Theme." B.C. English

Teacher, Nov. 1965, 6:19-20.

As an alternative to written compositions the author advocates oral presentations, and the grading of students' efforts by their peers and teacher. It is suggested that when the subject of the presentation is the background and interpretation of a poem, a good lesson in criticism sometimes results.

David, Jack. "How to Write Better Essays." English Quarterly, Fall 1976, IX:43-48.

Following a description of the writing workshop in which the author is an instructor is a five-page instructional pamphlet on essay-writing which he gives to his students.

Dietrich, D.J. "Language in the Marketplace: On Teaching About Doublespeak." English Quarterly, Autumn 1974, 7:17-28.

The languages of advertising, politics, and the mass media are the topic of this article. Schools must prepare students in "the critical reception of persuasion" by making them experts in critical viewing, listening, reading, and thinking.

"Does English Program Meet Needs of Today's Students?" Education British Columbia, (B.C. School Trustees' Association), Nov. 1974, 3:5-8.

This article on the Vancouver School Board's task force on reading and writing programs in Vancouver Schools provides some background to the study, describes how the task force is being conducted, and presents four views on the subject from four different perspectives - those of a university professor, a high school teacher, a school board chairman, and a local businessman.

Dufresne, M.R. Viola. "How to Teach Creative Writing." Manitoba Teacher, Mar.-Apr. 1967, 45:25-27.

This article deals with methods of teaching creative writing to children in early primary grades.

El-Gabalawy, Saad. "Illiteracy and the Disintegration of Culture." ATA Magazine, Jan. 1977, 57:31-32.

Illiteracy is discussed in this article as a symptom of the general disintegration of contemporary culture, and as a result of a utilitarian approach to education in a civilization dominated by materialistic values. It is maintained that students' writing reflects the social milieu, pervaded by the breakdown of culture, anti-intellectual attitudes, the adulteration and vulgarization of language, the pre-

dominant commercialism and materialism, the influence of the mass media and the lack of books at home.

Elliott, Gordon R. "Modest Proposal for Teaching Composition to the Children of Canada." English Quarterly, Winter 1975-1976, 8:53-60.

After a personal account of the author's own background and experience as a writer and teacher of writing, three suggestions about the teaching of composition are given: (1) Be tough, look at writing as a kind of discipline, show students that good writing comes from hard work, and stop pretending that writing is all fun and inspiration. (2) Be honest: dare to tell the students that they are wrong, that you cannot understand what they have written, and that they have therefore failed on the paper. (3) Teach from good literature. Stop using current writing in class only because it is "with it." So much can be taught about writing from the great writers.

Frame, Gary. "Expression and Form: A Rhythm for English Studies." English Quarterly, Spring 1973, 6:27-36.

This analysis of verbal structures attempts to organize verbal expressions in a sequence of increasing complexity and to identify the critical stages in the process of learning how to use the language. These stages are associated with the transitions from elementary "literal" expressions to metaphorical ones, and from thematic discourse to the more "ironic" forms, fiction and drama. The purpose is to establish a general principle that will facilitate intelligent planning of courses of study in English language and literature in the secondary school. The result is an inductive pattern for English studies which can be implemented rhythmically, as a series of repetitions in differing contexts and at different levels.

Frye, Northrop. "Educating the Imagination." Monday Morning, Sept. 1972, 7:17-23.

This wide-ranging interview dealing broadly with the teaching of English begins with a discussion of the relevance of the Tower of Babel myth to modern civilization. Frye discusses English as a discipline and defines criticism. He is also asked about the teaching of myth in the school. Speaking of linguistics, he maintains that teachers and students of literature must fight against the debasing and blurring of distinctions in language. Formal grammar is not passé. Once rid of its silly social fetishism, grammar is simply a means of discovering the resources of the language. The breakdown of the precision and accuracy of verbal discourse is part of the anti-intellectual barbarism one must fight against. The study of rhetoric has a place. Frye goes on to speak of what belongs in the study of literature, of advertising, of the

relevance of the past in literature, of the function of literature, and of contemporary literature. The place of literature in the humanities is discussed, as is his conception of the imagination.

Gajadharsingh, J.L. "The Rhetoric of the Sentence: A Method of Instructing Students in the Art of Writing." Saskatchewan Journal of Educational Research and Development, Spring 1971, 1:32-37. ERIC EJ035908

Gallo, Donald R. "Seeing, Shaping and Socking it to 'em." B.C. English Teacher Journal, Spring 1974, 13:39-45.

A semi-individualized composition course in which students earn grades according to the quantity and quality of the work they produce is described. Some of the projects enjoyed most by the students are listed, as are some of those that were less successful. The problem of evaluation is also discussed. The teacher reports that the students improved their writing, enjoyed the activities, tried new things, worked at their own rates, and earned the grades they chose as objectives. (Reprinted from The Arizona English Bulletin, February 1974).

Galloway, Priscilla. "Report on English Language Education in Canada." English Quarterly, Fall 1976, IX:57-64.

This article includes the Recommendations and Observations from the Prouty Report in addition to comments on the Report.

Galloway, Priscilla. "Why Don't They Learn to Write.? Orbit 35, Dec. 1976, 7:10-11.

This article discusses some of the factors which may have affected the quality of student writing. These include the introduction of individual computerized timetabling, the fact that many teachers are more comfortable teaching literature, the increased student load, and the feeling of teachers of other subjects that they are not equipped to teach writing skills. While it is recognized that there is no easy solution, it is suggested that schools use outside markers and free some teachers for tutorial work; and that teachers require some written work from each student every day. Essay competitions are also worthwhile.

Gibbons, Maurice. "A Few More Clubs for the English Teacher's Golf Bag." Intermediate Teacher, May 1973, 13:59-62.

Thirteen ways of emphasizing the personal and interpersonal dimensions of teaching language arts are discussed.

Gleason, H.A. Jr. "The Relevance of Linguistics?" English Quarterly, June 1969, 2:7-13.

That linguistics should be taught in the schools, but that it should be good linguistics and not the present caricature, is the theme of this paper. The author maintains that the central task of linguistics is the study of the patternings that make up language; its central core is grammar. School grammar must give more attention to the options presented by the patternings of the language. It is suggested that composition be looked at in terms of three components: (1) that students be shown what can be done with language and how it can be done; (2) that they be inspired to do some of these things; and (3) that they be helped toward some measure of technical competence beyond the merely pedestrian. The need for linguistic vocabulary and the general framework within which to discuss specific language problems are considered. It is also pointed out that neither the appreciation of the language resources nor the acquiring of the technical apparatus can be delayed beyond the level at which children learn to write.

Gleason, H.A. jr. "Language Education for Teachers: The Proper Subject Matter in English Courses is English." English Quarterly, Fall 1976, IX:1-6.

In order to ensure the adequate preparation of English teachers, the author recommends a basic reorientation of the undergraduate English curriculum. He sees as necessary not simply the adding of one or two courses, but the overhauling of those that already exist; and he points out that provision must be made to teach the basic foundations until such time as students entering university come properly prepared. Four areas in which he sees the necessity for courses are: the grammatical structures of English, the history of the language, varieties of English, and basic principles of language. That language no longer be divorced from literature is also seen as imperative.

Gold, Joseph. "A Lament for the Language." English Quarterly, Winter 1972-73, 5:13-20.

The contemporary situation with respect to literacy and education is considered and the future existence of a literate elite is predicted. The importance of language, and of language study and discipline, is discussed.

Goodhall, P.E. "He Is Illiterate Who is Less Literate Than Someone Else Says He Ought to Be." ATA Magazine, Jan. 1977, 57:27-30.

In this favourable review of the Bullock Report, the 17 "principal recommendations" are listed, followed by a discussion of standards and of the close interaction the Bullock Committee sees between language and learning.

Gregg, R.J. "On Canadian English: Reporting from the BCETA AGM, April 25, 1975." Update, June 1975, 15:3-7.

First, Phyllis Schwartz reports that Dr. Gregg provided a "capsulated history" of the descriptions and study of language from a linguist's viewpoint and of the three schools of grammar. This precedes Dr. Gregg's "Lexicon, Pronunciation and Spelling," which consists of a discussion of Canadian English, a history of the language in North America, a list of words borrowed from other languages, and a study of Canadian English pronunciation.

Gregory, Michael J. "What is Good English?" Journal of Education (N.S.) May-June 1969, 18:3-6.

In answering the question posed in the title, the author proposes that measures of appropriateness should be our concern rather than absolute standards of good and bad. He describes several "Englishes." Some reflect characteristics of the speaker or writer: these varieties of English depend on the time and the place in which we live, and on our social class. There are also varieties distinguished by aspects of use: three important ones which affect the language of any discourse are its topic, whether it is spoken or written, and the relationship between the speaker or writer and the hearer or reader. Much language teaching, it is maintained, has been unnecessarily prescriptive and based upon irrelevant pseudo-linguistic criteria of judgment.

Groves, Cy. "Whatever Happened to English?" ATA Magazine, Nov.-Dec. 1975, 56:28-30.

This author challenges reports of declining student proficiency in English and asks if more than twenty percent of the population has ever been able to reach a high level of proficiency in reading and writing.

Gutteridge, Don. "The Subject-Centred Curriculum: Last Chance or Lost Cause?" English Quarterly, Winter 1971, 4:17-27.

A subject-centred curriculum is defended and advocated. The article claims that the reactionary theories of the 1950's and 1960's - the child-centred/activities-oriented curriculum and the behavioral objectives movements - are based on a serious misreading of the "old" curriculum, and that both are dangerous. The author surveys the literature on English as a discipline and considers the areas of agreement and disaggrement. The conclusion is that there is need for time, less panic, and no more panaceas. The first key to the goal of fostering growth in and through language lies in the universities, where subject-competent teachers must be trained. Second, teachers must be retrained in their basic approach to language and literature as well as in pedagogical methods. The article concludes with a discussion of freedom and authority in education.

Gutteridge, Don. "Teaching Structure in English: A Preliminary Essay." English Quarterly, Summer 1970, 3:37-49.

The ideas of Jerome S. Bruner's The Process of Education are related to the teaching of literature.

Gutteridge, Donald. "The Question of English: Toward a General Methodology." English Quarterly, Summer 1974, 7:87-103.

This paper presents a methodology for teaching students how to read a poem. The author considers the value of questions, their necessity, nature, quality, and assessment. Two poems are considered as examples.

Halliday, M.A.K. "A 'Linguistic Approach' to the Teaching of the Mother Tongue'" English Quarterly, Summer 1971, 4:13-24.

In this report on the research and development project on the teaching of English in English schools known as the "Programme in Linguistics and English Teaching," the director discusses his impressions of the directions explored and the conclusions reached in the project. Linguistics is defined very broadly to include all facets of the study of language. It is suggested that a sense of linguistic proportion is necessary to take language seriously, and paying attention to the rules of grammar is often a way of not taking language seriously. In his "description of a language," the author writes about his infant son, showing how language can be effective with no structures at all. He proposes that a functional rather than a structural approach to language is necessary. A detailed description of the materials prepared by the Programme developers for secondary school English teachers, entitled Language in Use, is provided, along with a description of the companion volume Exploring Language, an introduction to language study for English teachers.

Hargreaves, Irene. "There Is NO Button for Instant Literacy." ATA Magazine, Jan. 1977, 57:36.

The author of this article suggests that literacy is important because it requires thought and it is important that children learn to think. She also abvocates a renewed awareness of the importance of literacy, a better understanding of language growth patterns, and greater emphasis on the skills of speaking and writing.

Hare, A.C. "An Ernest [sic] Appeal." B.C. English Teacher, Apr. 1966, 6:36-38.

Learning English by Penner and McConnell is criticized, and the student journal method is discussed and recommended.

Hatridge, Lorna. "Journals in Junior High School." Update,

June 1973, 13:31-32.

This defense of student journals suggests that a useful book for giving students an idea of the possibilities open to them is Robertson Davies' Diary of Samuel March-Banks. The teacher must let the students write whatever they think and must keep the information confidential. The method has its greatest value when the students write daily for at least 5 minutes.

Havelaar, Just. "The Myths." Update, June 1973, 13:1-9.

Four "myths" concerning the teaching of English are explored: (1) that English is an academic subject, (2) that writing is more important than speaking, (3) that students' writing can be improved by intensive marking and rewriting, and (4) that literacy appreciation can be taught. The author recommends that students be shown more interest in what rather than in how they write, and that teachers teach less and encourage more.

Hedgepeth, Joseph. "The Irrelevance of Grammar." Educational Review (New Brunswick Teachers' Association, Box 752, Fredericton), Nov. 1970, 85:10-12.

The author argues that a grammarless language curriculum would be more honest as well as more efficient; that teachers must be educated before they can educate students (too many teachers regard grammar as the panacea for all the ills of language); and that teachers are too caught up in teaching students what not to do. He suggests that the task of the English teacher is to transfer what children can speak to a written language, (something no amount of grammar will achieve); and that the concern of the teacher is not grammar but language, the real language of the educated community.

Hennigar, William. "Flexibility Is In - The New English III." Education (N.S.), May 24, 1972, 2:5.

The objectives of Nova Scotia's English III program are listed, along with some brief general comments on the course.

Hodgeson, Gordon. "Encouraging the Reluctant Writer, Age 14 to 18." Skylark, Fall 1971, 8:11-19.

A variety of writing activities which can be useful starting points for the reluctant writer are described. These include intensive writing, haiku, writing from pictures, and reporting. The importance of encouragement is emphasized, as is the need for good relationships among student, class, and teacher, based on sharing, honesty, and respect.

Holmes, Mark. "Intermediate English Language Texts." Orbit 31,

Feb. 1976, 7:22-23.

After listing the qualities he looked for in the texts surveyed, the author reviews seven language texts under these headings: presentation, organization, content, and summary. Some additional materials that may be useful for specific purposes are also listed.

Hooper, Heather. "Talk and Write: Write and Talk." Educational Courier, Feb. 1974, 44:18-20.

This article, which focuses on elementary students, suggests that teachers need easier access to research. The relationship between facility in oral language and written expression is discussed; and some ideas for structuring self-expression are provided.

Hrychuk, Bill. "The Other Side of Silence." ATA Magazize, Jan. 1977, 57:4-8.

The author applies the concept of the "culture of silence," a characteristic of situations of dominance and dependence, to an analysis of our schools. Public schools, he maintains, have never been successful in teaching the mass of students to read and write beyond a minimum. True literacy is rooted in a person's experience of the world and leads into a process of humanizing that world; a true literacy program must therefore continually re-center on the student as a focal point and agent in history and will demand the restructuring of the teacher/student relationship. The important question, however, is whether a literate people is really wanted.

Hunt, Peter. "Back to Literacy? Reading and Writing, the Heart of English Teaching." Alberta English, Fall 1973, 13:17-20.

Maintaining that good writing grows out of good reading, good conversation, and constant practice, the author recommends that when teaching composition teachers demonstrate what they are teaching, and that they use not only the work of great authors but also the best work of students themselves. He suggests that a magazine of student writing would be an ideal source. Two specific examples of teaching methods are included here, the first dealing with the development of good essay-writing in an English 30 class, and the second with the writing of short stories at any level.

Hunt, Peter. "Reflections on the Education of an English Teacher for Educative Schools." Alberta English, Spring 1974, 14:8-13.

The characteristics and virtues of "educative schooling" are outlined, and the features of a recommended program for the education of English teachers are discussed. Such a program would involve a rich preparation in literature as its first

principle, a foundation in history and in philosophy, much writing and practice in oral expression by the student, a study of the history of the language and its relationship with other languages, a grounding in the basic principles of the natural sciences, and a knowledge of the history and features of technology. Brief apprenticeships both during and after the formal preparation would provide classroom practice.

Hunt, Peter. "The Central Role of Literature in English Teaching. Part 1." ACES Review, Oct. 1977, :6-10.

This three-part series argues that educators must make literature the essential core of all English programs. Here the author discusses literature as the source of excellence in the language arts and distinguishes between a functional approach to literacy and "humane" literacy. He goes on to review the international debate on the subject of English teaching. He refers to the writings of Frank Whitehead, David Holbrook, C.S. Lewis, Jacques Maritain, and Australian poet James McAuley to support his view that absolute and intrinsic truths and criteria for excellence must be recognized.

Hunt, Peter. "The Central Role of Literature in English Teaching. part 2." ACES Review, :8-11.

The second in a three-part series, this article begins by pointing out the relationship between the contemporary conflict in English and some important writings in the philosophy of education. The author then considers some of the aspects of present-day society which hinder the growth and appreciation of a literary heritage. After again stressing the educative role of great literature, he focuses on recent developments in English in Canada.

Jansen, Adrienne. "The use of Free Writing in the Teaching of Composition." Alberta English, Summer 1971, 11:14-15.

An experimental course which applies the free writing approach to the teaching of basic expository prose is described. The text was Ken Macrorie's Telling Writing. After accumulating folders of free writing, students learned techniques for improving their writing mainly through revision of the free writing. The method is not self-sufficient, but it is a popular and efficient way to teach skills common to all types of composition.

Johns, K.A. "What Happened to Grammar?" School Trustee (Saskatchewan School Trustees' Association) April 1975, 28:11-12.

The changes in education which occurred in the sixties are reviewed and discussed; and the results of these changes are considered. The author urges that adequate research and study

precede any major changes in the educational system. Future directions in education must be delineated in clear terms.

Jonson, Halvar. "A Look at Solutions." ATA Magazine, Jan. 1977, 57:2-48.

The article begins with a look at some of the factors which have made the job of all teachers, and especially that of language arts or English teachers, much more difficult over the past 20 years. Suggestions and recommendations from the Forest Report, presented to the Edmonton Public School Board, and from the Martin Report, prepared for the General Faculties Council of the University of Alberta, are cited in support of the proposal that improvements must center on teacher workload and preparation time, as well as on revisions to the curriculum.

Judy, Stephen. "Decline in Literacy? Nonsense!" Education British Columbia, Feb. 1976, 4:5-8.

The "literacy crisis" resurfaces about every twenty years and accompanies expansions in college enrolments. The grammar backlash is to be feared because informal educational techniques hold more promise than traditional ones. Reasons why teachers who teach writing are inadequate are given, and the need to integrate writing throughtout the English curriculum is discussed.

Kahanoff, Al. "A Sense of Imagery." English Teacher (Alberta), Oct. 1966, 6:19-24.

A teacher here relates a classroom discussion in which he finally convinced his students about the nature and purpose of images.

Katz, J. "Reduce the Load of the Teacher of English." B.C. English Teacher, Nov. 1965, 6:25-27.

In this article it is proposed that in all subjects, students should be responsible not only for factual accuracy, but also for effective communication. The author holds that if both content and communication were consistently assessed by all teachers, the English teachers' burden would be reduced and they would be ennabled to spend more time on the study of literature. The opinion expressed here is that students who are expected to write and speak correctly in all their courses will do better than those who are expected to do so only in their English courses, and the author would like to see this belief put to the test in an experimental program in 1 or 2 secondary schools.

Kellett, Margery. "Essay Writing." B.C. English Teacher Journal, Jan. 1975, 15:38-42.

The author describes how she encourages students who say they "can't" write essays and how she marks papers. She also includes a handout on essay writing that she gives to her grade 12 students and a list of grade 12 essay topics.

Kendrick, Robert. "Using Models in Composition." B.C. English Teacher, June 1965, 5:20-23.

The article recommends that students experiment with styles and methods of developing paragraphs as exemplified in the works of good writers. The outline of a lesson given to three grade 11 classes using the text Creative Composition is provided; the subject is the descriptive paragraph and the model a paragraph by Joseph Conrad. The subsequent assignment is to write a paragraph styled after the one analyzed. It was found that when given a pattern to follow, some of the poorer students were able to write a fairly coherent paragraph, while many of the good students experimented with the models to produce interesting paragraphs.

Kess, Joseph. "What About Grammar?" B.C. English Teacher Journal, June 1971, 11:13-19.

Some attitudes which may be incorporated into the teaching of English grammar are considered: (1) a selected frame of reference for grammar must be the basis of all further learning regarding the language; (2) grammatical descriptions must be presented in their proper perspective; (3) grammar does not teach students how to speak the language; (4) grammars do not lend themselves to considerations of "goodness" or "badness"; and (5) no direct relationship exists between the study of grammar and various other skills.

Kess, Joseph. "On Linguistic Insecurity and Usage." English Quarterly, Spring/Summer 1976, IX:67-72.

This author is concerned with how, as undergraduates, future teachers of English can develop realistic attitudes toward language usage and learn to cope with their own linguistic insecurity. Proposed is "an extension of the notion of personal experience on the part of students" to areas of English language history which have played a part in forming the dogmatic attitudes about language. Developments which should be considered are outlined, and histories of dictionaries and grammars are included.

Kess, J.F. "What to Add to Grammar Class." Update, Feb. 1973, 13:54-57.

It is proposed that grammar classes should aim at developing an understanding of language itself in the larger matrix of language as a social phenomenon. One attractive subject for study is the versatility and variety in language, including

such features as regional variety, socio- educational variety, and functional-stylistic variety. The latter may provide a springboard for topics such as rhetoric, literary stylistics, and verbal role playing.

Knapp, Wes. "UBC's Diagnostic Essay Tests for Grade 12 Students." Update, March 1976, 17:16-17.

The procedure recommended by the Senate Committee on Standards in English for the May exam is explained; and three strengths and ten weaknesses of the proposal are listed. The opinion of the BCETA executive is then presented: it supports UBC's right to test its applicants, but does not approve of the schools doing the testing.

Knight, Roberta, et al. "Views from Some Teachers of the 'Illiterates'." ATA Magazine, Jan. 1977, 57:20-23.

Four teachers here present their views of the "literacy crisis."

Landers, Joyanne. "Report from the NCTE 65th Annual Convention in San Diego, November 27-29, 1975." Update, March 1976, 17:7-12.

A favourable general report of the convention is followed by a summary of the valuable sessions attended by the author: "Ten Ways to Achieve More Effective Grammar Teaching", "How to Find Poetry in Garbage Cans", "How Are We Doing? Let's Ask the Students", and "English Teachers Call for End of Standardized Tests."

"Language Arts Aids in Basic Skills." Intermediate Teacher, May 1971, 11:1-50.

This booklet, containing exercises (drills, crossword puzzles, etc.), is designed to help the teacher give the student reinforcement in basic skills and can be used at every intermediate level, grades 4 to 7.

Lemke, Alan K. "Teaching Writing as a Way of Knowing." Update, June 1973, 13:13-17.

This article discusses the theory that students who write to know, rather than to show, are builders and destroyers of perceptual sets; and that problems of incoherence and bad style must often accompany these processes. Referring to The Nature of Thought by Brand Blanshard (N.Y., Macmilland, 1939), the author defines a perceptual set and the three steps in the building and destroying of such sets. Blanshard's mainland-island analogy is applied to a student writing to know about a topic such as suicide. Other characteristics of writing to know are discussed. The author then refers to Kenneth Burke's conception of language as symbolic action, maintaining that

teachers of writing need to know how language is action.

Lemke, Alan K. "Teaching Writing as a Way of Knowing." English Quarterly, Summer 1973, 6:139-46. ERIC EJ084384

Lillard, C. "The Experience - The Nowness." B.C. English Teacher Journal, June 1975, 15:17-21.

This article presents some general comments on the teaching of writing.

Lineham, Donal. "The New English." Journal of Education (N.S., Winter 1973-1974, 1:11-13.

In this summary of the changes that have taken place in the teaching of English, the author notes that traditional grammar is disappearing and that English teachers are searching for more valid and effective ways to help students learn the use of the language. The New English, he maintains, has a liberating effect on teacher and student alike.

Livesay, Dorothy. "A Creative Climate for English Teaching." English Quarterly, Summer 1968, 1:3-8.

The question considered is how English programs in secondary schools can both relate to the world of the teenager and make that world more meaningful. The author approaches the question from three directions - the historical, the psychological, and the sociological - and refers to the theories and views of M.M. Lewis, George Sampson, Martin Buber, G.W. Parkyn, Peter McKellar, Marjorie Hourd, and Eunice Belbin. Ways of using the media in English programs are discussed. The author advocates: (1) an attitude which uses students' everyday speech patterns to reveal the structural backbone of English; (2) less formal grammar; (3) more enjoyment of words, idioms, and slang; and (4) a study of language so related to life that tests are no longer necessary.

MacIntyre, Jean. "Writing Skills and Alberta Students." Alberta English '76, Summer 1976, 16:21-26.

The author, a professor at the University of Alberta, includes examples of freshman essays in this article, and comments about the worst errors. She then describes some techniques for teaching writing, and defends a mechanical formula, such as an essay strategy, as essential. The author outlines one of her own teaching methods for correcting awkward sentences and freeing the vocabulary: students underline the words basic to the meaning and then write new sentences around those words; after 3 or 4 revisions, the student identifies the best one and explains his/her choice. Other techniques are mentioned, and suggestions concerning marking are also discussed.

MacPherson, Don. "There is Really Only One Written Language." Skylark, Summer 1972, 8:23.

This article supports the claim of Crosby and Estey that there is only one written language which is quite inflexible in what it decrees to be correct spelling, punctuation, and usage. It is therefore not unreasonable to expect students to use an English in their writing that is different from that used in informal speech.

Malaree, D. "Language as Art, Communication as Science - Or Pseudo-Science." Update, June 1973, 13:40-45.

The author's suspicions of McLuhan and his followers who preach "the gospel of communication" are discussed. It is suggested that the job of English teachers is to create a healthy scepticism based on the ability to spot fallacies and to sharpen expression. A judicious mixture of practice and exercise accompanied by some theory is required.

Martin, David. "Be a Manipulator, Not a Puppet - An Introductory Unit in Language." B.C. English Teacher Journal, Jan. 1976, 16:53-61.

This is a detailed outline of a unit intended to help students become aware of communication as "any process involving an exchange of information" and to explore the characteristics and possibilities of language as a form of communication unique to humans.

Mayfield, Kent. "Building the Dream." English Quarterly, Winter 1976-1977, IX:4:93-104.

This author claims that the topics that get most of the attention in composition, such as spelling and grammar, are superficial matters. He suggests that the real illness is an irresponsibility of speech which is endemic in our time; therefore the malady which English composition must try to cure is indifference to language. After a discussion of advertising and propaganda there follows a consideration of the moral dimension of English composition.

McConaghy, T.W. "The Literacy Crisis: A Myth or Reality?" ATA Magazine, Jan. 1977, 57:2-3.

This article maintains that whether the literacy crisis is a myth or a reality, educators cannot afford to wait and hope that the controversy will pass. Teachers must acknowledge that a literacy question does exist and take action. The strategies for action offered by the SLATE Steering Committee of the National Council of Teachers of English are quoted in this editorial.

McIntyre, Iris. "Expository Writings - British Columbia." Skylark,

Spring 1976, 12:3-4.

A historical review of the changing trends in English teaching.

Meeson, Brian. "Thinking Through Writing - The Heartlands of English." B.C. English Teacher Journal, Jan. 1975, 15:60-66.

The thesis is that English is the study of thinking and that writing is the product of thinking; the proposal is that English could be redesigned as a course in thinking through writing. Different strategies of thinking are discussed - listening, observing, assocciating, speculating, projecting, analytical thinking, and inferring - and some classroom routines are suggested to illustrate and develop these strategies.

Meidinger, R.F., and L.W. Bunyan. "The Diad - A Team Approach to the Teaching of English." English Teacher (Alberta), June 1967, 7:19-24.

A "diad" is two teachers cooperating continually and teaching approximately sixty students. The article examines "diading" under the following headings: orientation, planning, teaching, evaluation, advantages, and hazards.

Mitchell, Carol. "Standard Problems and Some Solutions." Update, June 1973, 36-37.

The author's high-school students write in a journal in class one to three times a week for fifteen minutes. An optional topic is supplied. The journals are read, but not marked. The advantage is that the students gain a greater interest in their written communication and often a genuine commitment to writing.

Monk, Richard H.J. "The Preparation of Secondary English Teachers at U Vic." B.C. English Teacher Journal, June 1972, 12:10-13.

The author discusses the academic and professional preparation that students at the University of Victoria's Faculty of Education receive.

Morehouse, Tim. "Dialogue Writing: A Teaching Method Involving the Student and the Community." Alberta English '76, Summer 1976, 16:27-28.

A teacher reports that, after studying stories by Ernest Hemingway and Sherwood Anderson, his students decided to use older people in the community as sources for their own stories. Elderly people were accordingly interviewed and asked to share a funny incident they remembered or to tell about the most interesting person they had known. Students recorded in journals a thumbnail sketch of the story as told to them.

Ways in which writers can present background information, setting, and other facts were discussed in class as the students worked on their stories. The results of the project were varied and fascinating.

Moss, Peter D. "'Whither Language Teaching?': A Way You'll Never Be." English Quarterly, Spring 1971, 4:15-18.

Prompted by David Macaree's "To the pale of words or the darkling plan: whither language teaching?" (Journal of Education, April 1970, 16:52-59), this article argues that to emphasize analytic and quasi-academic procedures is to ignore the basis of the essential experience of English. The author points out that it is in English lessons that experiences are recalled and structured through language, and that English courses should have two preoccupations: in Literature they should be concerned with the world of imagination, and in Composition they should be concerned with the world of their students' feelings. It is observed that students will only learn the craft of writing if they are regularly required to write seriously while being exposed to literature which has achieved what they are beginning to attempt.

Muir, Pearl M. "The Literacy Controversy: A Brief Look Across the Country." ATA Magazine, Jan. 1977, 57:14-15.

Brief summaries are provided of the situation in Alberta, Ontario, B.C., Nova Scotia, Manitoba, and Quebec.

Muir, Pearl. "The Visionaries Have Fallen Silent." ATA Magazine, Jan. 1977, 57:24-26.

Norman Goble, Lloyd C. Dennis, Manitoba Deputy Minister of Education Lionel Orlikow, and Manitoba Premier Ed Schreyer are cited as being in support of current primary and secondary education. Many are unconvinced that the percentage of students achieving adequate literacy is declining.

O'Connell, Sheila. "The Deficiencies of the Formal Lesson." Monday Morning, Nov. 1967, 2:41.

This article discusses the shortcomings of the traditional formal lesson pattern: individual ways of learning are all but ignored; the learner follows passively; assumptions are made about the children's previous experiences; there is little student participation; and the children are prevented from making mistakes. The author argues that children learn their language informally; that their language experiences differ; and that, instead of formal lessons, they need many more opportunities to express themselves in speech and in writing and to listen and read about the comments, concerns, and questions of others. The individual nature of students'

needs in the learning process is stressed.

O'Connell, Sheila. "The Language-Experience Approach: Not Easier But Better." Monday Morning, June-July 1967, 1:39.

This article is concerned with the ways young children learn to read and write.

"On Teaching Language." Query, Spring 1974, 5:2-4.

This editorial discusses the SVOQ techn que and takes exception to any total condemnation of t aditional grammar instruction.

Parbs, Ruth. "Some Revised Views of English: Valuing and the English Class." Alberta English, Fall 1973, 13:41-45.

Recent research and theories about the teaching of English are reviewed and discussed in the context of a basic thesis that "valuing" is as important an element and function of education as "knowing." The main objective of English programs should be to improve students' abilities to use language as a means of dealing with their experiences.

Parker, Keith. "Language: We Can't Get Along Without It." ATA Magazine, Jan. 1977, 57:46-47.

After discussing the value and benefits of a knowledge of English, the author reviews three books he feels might be useful to teachers: Experiences in Language; Tools and Techniques for Language Arts Methods by Walter Petty, Dorothy Petty, and Marjorie F. Becking; Language Awareness by Paul A. Eschholz, Alfred F. Rose and Virginia P. Clark; and Dwight J. Ingle's Is It Really So? A Guide to Clear Thinking.

Pattison, B. "Linguistic and Language Teaching." Educational Record (P.Q.) Jan.-Mar. 1965, 81:19-22.

It is pointed out in this article that effective language teaching necessitates a division of labour among three partners: the scholar or linguist, the middle-man or syllabus-maker, and the teacher. The author makes the following distinction: linguistic research which provides information or raw material from which a course can be prepared; course designing which transforms an adequate description of a language into an ordered sequence of activities; and teaching which involves the translation of items into an actual learning process.

Peet, Bryan. "Trends in the Teaching of Written Composition in England." B.C. English Teacher, Nov. 1968, 9:3-6.

A report on current attitudes, methods, and trends in the

teaching of composition in England.

Peterson, L.R. "Languages, Arts and English Programmes." B.C. Parent-Teacher, Oct. 1966, 32:9.

Here the Minister of Education of British Columbia discusses revisions of the programmes in recent years and describes the present programmes throughout the elementary and secondary grades in terms of aims, objectives, and content.

Peterson, Lester R. "Open-Ended English." B.C. English Teacher Journal, June 1975, 15:7-11.

The author maintains that a positive correlation exists between the open-endedness of an English assignment and the caliber of the product. The use of incentives such as chap-books and student publications is encouraged. Included are three pieces of students' writing.

Petty, Walter T. "A Composition Foundation in the Elementary School." English Teacher (Alberta), Dec. 1967, 7:42-45.

The author argues that the three elements of composition, which the teacher must always keep in mind in teaching writing, are clear thinking, the desire to express, and the skills needed to make the expression clear. He also stresses the importance of worthwhile topics, opportunities to write, and writing outlets which are varied and appealing to the writers and to their audiences. (This article is reprinted from the California English Journal, Spring 1966, 2:2.)

Pizzey, Eric, and Robert Ian Scott. "The Creative Art of Teaching." Arbos, May-June 1969, 5:24-25.

The subjects of this article are Saskatchewan's new Division III English curriculum and the SVOQ approach to reading, speaking, and writing. The SVOQ (Subject-Verb-Object-Qualifier) approach is defined and described. Universities, the authors state, should train teachers in the linguistics they need to teach English.

Pountney, Michael. "Teach 'Em Good." Update, June 1973, 13:19-20.

The author maintains that to teach a skill, you must be able to perform it yourself; students thus have a right to expect the English teacher to have a certain expertise in the area of writing. He suggests that the teacher's responsibility is to teach people towrite according to these four skill areas: (1) I can write clearly; (2) I can write concisely; (3) I can write imaginatively; and (4) I can write appropriately. It is claimed that English writing courses should begin with logical clarity, appropriate usage, generally accepted standards of spelling and punctuation, and exactness of vocabulary choice.

Pringle, Ian. "The Case for Restoring Grammar." The English Quarterly, Fall 1976, 9:19-30.

This article shows that there is no reason to respond to the "Back to the Basics" clamour by restoring traditional grammar. It is pointed out that studies have repeatedly shown that the teaching of traditional grammar has no beneficial effect on students' performance in speech or writing. One good reason for this is the inadequacy of what has been taught as grammar; another is the teaching methods entailed by the inadequacy. If some grammar is to be taught, the author argues, it must be an empirically valid grammar, taught inductively. Such a grammar, so taught, should properly be part of the English curriculum. Its inclusion would have the added advantage of providing teachers and pupils with the common terminology they need to be able to discuss the particular stylistic requirements of expository writing, which is not a part of students' normal native competence. The analysis of English in the Grammar of Contemporary English should provide the basis for such a language component in the English curriculum.

Pungente, John. "Shadow and Substance." B.C. English Teacher Journal, Spring 1974, 14:19-25.

The author provides an overview of a film studies course established in 1971. (This article is reprinted from Classmate [Journal of the Manitoba Association of Teachers of English], Fall 1973.)

Rafferty, Max. "The New English." Argus, Apr. 1965, 24:139-41.
This paper contents that (1) the problems our students are experiencing with English have their roots in the first grade and in their reading methods; and (2) the reading materials used throughout school are poor; students are no longer exposed to the classics. Arguing that there is a need for better English teachers, the author makes the following recommendations: (1) any teacher assigned to teach English should pass a comprehensive examination in the subject, (2) all teacher training institutions should include a course in the teaching of English grammar, compulsory for all graduates who will teach English, (3) no school board should be permitted to assign a teacher to an English class unless he has a college major or minor in the subject, and (4) a concerted attempt should be made by all concerned to advertise the needs and rewards attendant upon the teaching of this, the most important of all subjects. (This address was presented at the 3rd Annual Reading Reform Foundation Conference in New York City, August 5, 1964.)

Roberts, Bryan A. "High School English." Educational Review (N.B.) Mar. 1968, 82:84-86.

This report describes a new three-year English program being

introduced in grade 10 in New Brunswick, which attempts to re-assert the basic skills involved in listening, reading, speaking, and writing in progressively more complex, subtle, and mature situations. The program denies the traditional distinction between language and literature, makes greater allowances for individual differences in ability, personality, and language environment, and demands a shift from a prescriptive to a more inductive mode of teaching.

Robinson, Sam. "On Outlining and Composing." Alberta English, Winter 1971-72, 12:32-33.

It is the opinion of the author tht outlining may play little or no role in the writing process. He argues that most of the themes required at both the secondary and undergraduate levels can easily be written with the outline carried in the student's head. The mind is in fact most actively engaged in considering the problem while the writing is going on.

Roe, Michael. "Writing Workshops for Children." Monday Morning, Feb. 1967, 12.

This article describes a program which relieves the English teacher of the endless hours spent marking compositions. Three or four times a year, each student chooses his best composition to be marked; the other compositions are read and appraised in workshops. Each student has a partner who checks his composition for sense, punctuation, paragraphing, etc. Revised copies are written and collected for perusal by the class's Board of Editors, four students provided with specific points to watch for in each assignment. Each editor selects two compositions and reads them to the class for discussion.

Rose, Sister Margaret, Harold Panabaker, and Helen Pierce. "Antidote for Analysis: A Symposium." English Teacher (Alberta), June 1966, 6:56-74.

Three views are presented of the changes needed in Alberta's secondary English curriculum. In "A Motivated Generation," Sister M. Rose advocates greater emphasis on the novel and on intelligent use of television as well as a re-examination of the grading system. "To Communicate Meaning" by Panabaker emphasizes the need to stress writing related to students' concerns and experiences. Helen Pierce, in "The Roots of Change," discusses change in two categories: teachers and research.

Ross, Campbell. "On Teaching Form in Language and Literature." English Quarterly, Spring/Summer 1972, 5:29-33.

Maintaining that students can gain an understanding of the notion of "form" in English through the study of the many patterns that shape our world; and that the concept of the

pattern can be applied to both literature and language, the author describes some of the "many useful class-room applications". This method provides a great deal of scope for inductive classroom learning and for private student research and has worked well for the author.

Samoil, Judy. "The Need is to Define the Basics: An Interview with the Deputy Minister of Education." ATA Magazine, Jan. 1977, 57:39-40.

In this interview, Dr. Hawkesworth points out that "the basics" must be identified and clearly defined. He also states that the Department of Education has no concrete evidence of decline in the level of literacy of high school graduates. The expectations of the universities are discussed, as well as the new departmental achievement testing program.

Scargill, M.H. and P.G. Penner. "Linguistics Again." B.C. Teacher, Sept./Oct. 1966, 46:21-22.

The authors explain the rationale behind their book Looking at Language, which is used as a grade 11 text in B.C. Ways of using the text are discussed, and some possible projects are suggested.

Schwartz, Phyllis. "A Package of Thoughts on the Teaching of Writing." B.C. English Teacher Journal, Spring 1974, 14:46-49.

A collection of items from the December 1973 NCTE English Journal.

Schwartz, Phyllis and Paul B. Diederich. "Evaluating Written and Oral Communication." Update, June 1973, 13:22-27.

Described in this article are two methods of evaluating oral and written communication which suggest the use of competency models to determine marks and provide corrective guidance to students. Students may also evaluate their classmates using this method. The criteria for evaluating written communication (from Diederich's "How to measure growth in writing ability," English Journal, April 1966, 55:435-49) provides suggestions for ratings of high, middle, and low on Ideas, Organization, Wording, Flavor, Usage, and Sentence Structure. Rating sheets are included, as well as the "Duckfoot Diagram for Written Composition" by Phyllis Schwartz.

Scott, Robert Ian. "Transformational Rhetoric's Recipes for Writing." English Quarterly, Winter 1972-73, 5:29-33.

The faults of traditional and transformational grammar are discussed. Referring to his books The Writer's Self-Starter and One Word After Another, the author describes the SVOQ system, which shows students how to produce sentences and

whole pieces of writing as variations of a single sentence-pattern. Three "recipes" are provided for (1) a sequence of directions, (2) comparisons, and (3) thesis-proof-conclusion arguments.

Shelton, Drake. "Some Plain Talk About ... English and the 'Diploma' Student." Alberta English, Fall 1972, 12:23-26.

Possible reasons for the low performance in English of diploma or vocational students are discussed. The "specific liabilities" of these students are listed, with some possible answers; and their "specific assets" are also considered. Interdisciplinary projects are suggested involving essays assigned in vocational subjects, such as "The Car of the Future" and "Thermal Power Development." Included is a list of suggested essay topics for students in Electronics, Electricity, Construction, and Automotives.

Smith, Herbert F., Brock Eayres and Derek Smith. "A Game to Teach Remedial Composition." The English Quarterly, Fall 1976, 9:49-55.

An experimental remedial composition course given at the University of Victoria in 1973-74 demonstrated the value of making a game of instruction in basic skills of sentence and paragraph structure. This report describes how the course was set up and administered and explains how the game (based on the game known as Rummoli or Tripoli) was played. All of the participating students recommended that the course be continued, and three-fourths of the instructors noted improvements in the participants' work. Some form of this game technique may be adaptable for use in high-school English classes.

Smoak, Edith. "The Composition Topic: Trends, Fashions, Attitudes, 1900-1972." Alberta English, Spring 1972, 12:5-23.

Discussed in this article are different types of composition topics. Included are chronological studies of each type and criticisms (both positive and negative) of various topics. The author's conclusion is that all that has been pronounced about the appropriateness of different topics has been little more than personal opinion. "A Selected Bibliography on North American Composition Topics" is appended.

"Some New Questions and Some Old Answers About the English Curriculum." B.C. English Teacher Journal, Spring 1974, 14:3-8.

This is a collection of quotations from various articles, the earliest of which was published in 1902. The emphasis is on the content of an English curriculum and on the qualifications of teachers of English. (This article is reprinted from the Arizona English Bulletin, April 1973.)

Sommers, Bruce. "Plagiarize." B.C. English Teacher, Nov. 1965, 6:27.

It is suggested that a successful composition topic is to ask students to rewrite a story, but from a different point of view, altering or embellishing the plot as it would be experienced by another character. Without having to invent a story line or setting, students can get down to the important business of characterization, writing dialogue, etc.

Sparshott, F.E. "Uses for English." English Quarterly, Winter 1974-75, 7:1-7.

This author points out that one studies one's own language at school to learn not vernacular or informal speech but formal speech and formal writing. He claims that during the basic or compulsory phase of education, the student should be taught utilitarian grammar and rhetoric and be exposed to the basic cultural heritage. It is also suggested that English in elementary schools should be taught not by graduates of university English departments, but by teachers who have had technical training in grammar and rhetoric as teachable subjects, and whose intellectual affinities are with the theory of communication at large, rather than with the study of a literary language.

Spender, Stephen. "The Age of Overwrite and Underthink." Journal of Education (N.S.), May 1967, 16:3-8.

The author contends that too often language is not regarded as interdisciplinary. He advocates that all students should write an essay on some general subject once a week or fortnight; some essays might be communications from members of one discipline to members of another. A suggested classroom exercise is to make students listen to T.V. interviews with politicians, etc. and write down sentences that, as language, strike them as good or bad. (This article is reprinted from Saturday Review, March 12, 1966.)

Squire, James, Robert Hogan, and Arthur Applebee. "English Teaching in the United States: Some Recent Developments." ATA Magazine, Nov.-Dec. 1967, 48:26-29.

The following issues are discussed in this survey of recent developments in English teaching in the United States: the role of speech and oral language; the need to reeducate teachers; grammar; and altered views of the needs of students.

Stevenson, J.H. "Look Into Your Heart and Write." B.C. English Teacher Journal, Mar. 1970, 10:71-78.

Many aspects of writing are touched upon including sources of ideas, ways of getting started, openings and conclusions,

outlines, and details. Suggestions for teachers are given.

Stockdale, Elsie L. "Thoughts on High School English." Journal of Education (N.S.) Spring 1972, 21:31-35.

Owing to the changed conception of the nature of language (from an object or thing-in-itself to a medium of expression) it can no longer be regarded, this author points out, as immutable, rigidly defined and rigidly applied. Claiming that students must be allowed to use language for its natural purposes - to define experience - she relates an experience with a class of General English students, mostly boys of 17 or 18 with "no time for English," which involved work on spelling, punctuation, and word choice that had meaning for the students. Each student created a poem by writing down responses to questions. The teacher proposed to give each student a copy of the entire class's work, and consulted with each about how his work should be revised and presented. Changes needed in the methods of presenting literature are also discussed.

Stratta, Leslie. "Some Current Language Concerns in the U.K." English Quarterly, Winter 1973, 6:351-67. ERIC EJ099207

Suessmuth, P., and M. Stengels. "Training Ideas Found Useful: 3. Why Use Professional Writers?" Canadian Training Methods, July-Aug. 1969, 2:26-27.

The authors give reasons why training materials should be written by professional writers and discuss how to look for and work with writers.

Tarleck, Robert. "Ontario's Excursion." ATA Magazine, Nov.-Dec. 1967, 48:35.

This is a favourable review of the Ontario pilot project in English.

Trosky, Okarka and Clifford Wood. "Nobody Writes 'A Paragraph'." Manitoba Teacher, Apr. 1970, 48:4-5.

This article reports on a study that was conducted, using a grade five class, to see if children could sort and group ideas and if this sorting and grouping would make their written communication more effective. As a result, a technique was devised for teaching young pupils that a paragraph is not a separate entity but merely a part of a longer discourse marked off in some way because the information it contains is more or less complete in itself.

Van Beek, John. "The Fossils are Alive and Kicking Every Day." Educational Courier, Feb. 1976, 46:24-27.

The "fossils" discussed in this article are attitudes toward

language, that have remained virtually unchanged for two millenia. The author claims there is a need to approach the study of language in a more scientific way. He suggests that although professional researchers in linguistics have arrived at many theories based on systematic observation, there is a sad lack of factual observation in our educational approach to language and an overemphasis on written English.

Vogt, Anton. "Teaching Children to Write." B.C. English Teacher, Nov. 1968, 9:7-9.

It is the author's contention that while "communication writing can be taught, to try to teach "creative" writing is a contradiction in terms. He suggests that the best one can do is to provide an environment in which the arts are valued. He advocates that children be exposed to many kinds of writing and many channels of expression; that all children be taught simple communication English, with a common goal being precision and clarity; and that there be neither compulsion nor common standards of assessment for primarily self-expressive writing.

Von Aver, Albert. "A Few Things English Teachers Ought to Know." B.C. English Teacher, Nov. 1966, 7:38-44.

Reasons why grammar is useful and should not be abandoned are given. The author maintains that, while writing is not simply mechanical, knowledge of the mechanics of writing is indispensable and cannot be acquired too early. He advocates (1) that the child be subjected to grammar systematically, methodically, and perpetually until he understands it and can use it with confidence; and (2) that he write and have his writing criticized. Approaches for different levels and classes of students are described.

Walker, John. "Arguments Over Test . . . An Irrelevant Tempest in a Literary Teapot." ATA Magazine, Jan. 1977, 57:10-12.

The author argues that the important issue is not the reading and writing abilities of young people, but the degradation and deprivation of their culture and symbol structures by the mass culture merchandisers. He observes that the promoters of pop culture are the most emphatic about the "back-to-basics" movement: little time is left after the "basics" have been dealt with to counter their lunacy.

Walker, Laurence. "Freshman Writing Skills and the Demise of Grammar." English Quarterly, Fall 1976, IX:3:31-41.

The conclusion of this analysis is that empirical evidence does not support the contention that any decline in writing standards is attributable to the reduction in formal grammar teaching. Other factors which may have contributed to such a decline are discussed.

Wanamaker, Murray. "Who Controls Writing Standards?" English Quarterly, Winter 1976-77, IX:4:44-52.

A summary of the results of a survey carried out to determine the editorial and printing policies of Canadian periodicals and publishing houses regarding spelling, punctuation, etc.

Weston, Phyllis E. "The English Language is in a Mess, You Know." ATA Magazine, Sept.-Oct. 1971, 52:15-16.

The ways in which English is taught, practised, and tested are questioned. The objective tests administered at the end of high school are judged to be inadequate means of assessment. Indeed, cogent arguments are offered for retaining the written examinations for which a team of examiners establishes standards. It is also suggested that written work be marked more effectively, and that the spoken language be given more attention. Marking should be turned to profit more. A student will very likely profit from the experience of improving one paragraph or even one sentence. However, too much attention has been paid to writing; more practice in speaking is needed.

"Why Can't the English Teach Their Children How to Write?" Canadian Education Association Newsletter, Apr. 1975, -:5.

This summary of complaints about the illiteracy problem in universities in Canada, the U.S. and Britain reveals that in all three countries, professors give very similar reasons for the deterioration in writing skills: teaching methods and television.

Wilkinson, Edward. "At First Hand." Journal of Education (N.S.), May 1966, 15:29-37.

The author discusses the teaching of creative writing in the primary grades. (This article is reprinted from the British Journal Trends in Education.)

Williamson, D.J.H. "The Name of the Game is English." Arbos, May-June 1970, 6:26-29.

A new English program designed for grades 11 and 12 in the Fine Arts program at Central Collegiate in Regina is described. In this program in which Literature and Composition are treated as one subject, students are given a series of reading and writing assignments. In grade 11 the stress is on 20th-century writing. The program was so succesful that the traditional grade 11 course has been reorganized; grades 9 and 10 are next.

Wilson, H.R. "The Great Lang-lit Swindle, or How Shall we Tell the Children?" English Quarterly, Summer 1974, 7:154-56.

Arguing that linguistically better-trained teachers are desperately needed, the author points out that nowhere in Canada is there any requirement by provincial departments or ministries that even specialists have a grounding in language study. Literature holds the field, and the connection between the actual study of language and the uses to which language is put is widely missed. The author concludes that in order to ensure that future teachers receive the necessary background, requirements will have to be imposed by departments and ministries, because the English departments are unlikely to do it on their own. Three books are recommended for teachers now: H.A. Gleason Jr.'s Linguistics and English Grammar, David Crystal's What is Linguistics?, and Ronald Wardhaugh's Introduction to Linguistics.

CANADIAN MONOGRAPHS, REPORTS, AND PAPERS

Abbey, David S. Now See Hear! Applying Communications to Teaching. Toronto: Ontario Institute for Studies in Education, 1973.

> The author's purpose is to examine some of the models and techniques which arise out of communications studies and research. He deals with the following topics: a basic model of communications, message systems, selection of media, structure of communications, analysis of communications, and some practical studies of communications.

Allinson, Alec, Beverley Allinson, and John McInnes. Nelson Language Stimulus Program: The Theoretical Base and Specific Objectives. Don Mills, Ont.: Nelson, 1973.

> Having listed the four broad goals of the Nelson Language Stimulus Program, the authors explain the theoretical basis of the program and its reliance on the models of language development of M.A.K. Halliday and James Britton. Specific objectives of the program are then listed and discussed.

Cameron, Jack R. "English Education in an Accelerating Society," in Education; A Collection of Essays on Canadian Education, Vol 7, 1967-1969. Toronto: W.J. Gage, 1969.

> This essay focuses primarily on the improvements which are urgently needed in the academic and professional training of English teachers. The author advocates that a closer liaison should exist between academic departments, professional faculties, and practising teachers, and that, in university English programs, the traditional literary education be drastically de-emphasized in favour of more extensive training in rhetoric, the structure of language, literary criticism, and the critical analysis of literature.

Canadian Council of Teachers of English. Report on English Language Education in Canada. August, 1976.

Davis, Bernard E. Transformational Grammar and the Teaching of English: A View from the Philosophy of Language. Staff Study, St. Mary's University, 1973.

Duncan, Jack M. An Evaluative Study of the Language Development Course in Hamilton's Secondary Schools. Hamilton, Ontario: Research Services Department, Special Services Branch, Hamilton Board of Education, 1974.

> This study describes the Language Development course introduced in 1972 in three Hamilton secondary schools and gives the results of an evaluative questionnaire given to all students who took the course in 1972-73 and were still in the schools in November 1973. Many students expressed

criticisms and suggestions for improvement, but their responses and comments were generally favorable. On a separate questionnaire, six out of seven responding teachers said that by the end of the course they could detect noticeable improvement in the writing skills of most of their students.

Evanechko, Peter O., Lloyd D. Ollila and Robert D. Armstrong. An Investigation of the Relationships Between Children's Performance in Written Language and Their Reading Ability. Staff Study, University of Victoria, October 1973.

The specific aims of this study were (1) to determine the best combination of indices of writing performance to predict reading achievement and (2) to identify and apply valid indices of written language behaviour based upon transformational grammar theory. Subjects were 118 grade six children. The results showed that a higher degree of relationship exists between language measures and reading measures than among language measures alone. Only four of the thirteen language measures proved to be significant predictors of reading achievement; the two that consistently came first were the number of Communication Units and Two Count Structures. The overall results demonstrate that fluency and control of syntactic complexity are the key language competencies underlying reading achievement.

Evans, Peter, Pat Brown, and Marion Marsh, eds. Criteria for the Evaluation of Student Writing, Grades 7 & 8; A Handbook. Rev. ed. Toronto: Ontario Institute for Studies in Education, 1977.

Two groups of criteria are elaborated in this handbook. The first group contains general criteria applicable to all modes of writing. Descriptions are provided of high, medium, and low ratings in relation to organization, word choice, conventions and mechanics, content/ideas, and style, for both grades seven and eight. The following section details criteria appropriate to specific modes.

Farrell, John. The Creative Teacher of Language. Toronto: McGraw-Hill, 1965.

Intended for teachers and student teachers, this book stresses a unified approach to language teaching. The author describes lessons on sentences, paragraphs, planning essays and stories, choosing topics, writing verse, vocabulary building, the dictionary, and the history of the English language. Style, spelling, mechanics, grammar, and evaluation are also discussed. All chapters include practical advice, suggestions, and possible exercises and assignments.

Gehle, Quentin L. and Duncan Rollo. The Writing Process. Toronto: Macmillan of Canada, 1977. Review article

Gold, Joseph, ed. In the Name of Language! Toronto: Macmillan, 1975.

Huntley, George M. Auditory Feedback and Aptitude Effects in a Multi-Mediated Program for Expository Writing. Staff Study, Concordia University, 1975.

Huntley, George M. Effects of a Written Sentence-Combining Program on Ninth Graders' Clause Elaboration in a Rewriting Task. Staff Study, Concordia University, 1974.

Learning Assessment Branch of the British Columbia Department of Education. Language B.C.: An Assessment in the English Language Arts. October, 1976.

Logan, Lillian M., and Virgil G. Logan. A Dynamic Approach to Language Arts. Toronto: McGraw-Hill, 1967.

This is a textbook for prospective and practising teachers of language in the elementary school. Part One contains three general chapters on language arts, children, creativity, and learning. Part Two contains eleven chapters which deal with key concepts in each of the specific disciplines of listening, speaking, reading, and writing.

Logan, Lillian M., Virgil G. Logan, and Leona Paterson. Creative Communication: Teaching the Language Arts. Toronto: McGraw-Hill Ryerson, 1972.

This textbook deals with the main components of an effective language arts program at the elementary level. The authors explore the important concepts in each of the language arts disciplines and discuss their interrelatedness, the organization of learning experiences, and innovative teaching strategies. The four chapters in Part Three, which is devoted to written expression, focus in turn on creative writing; linguistics, usage, and grammar; expository writing; and the ancillary tools of written expression.

Mason, Geoffrey P., ed. Evaluation of English 10. Educational Research Institute of B.C., 1968.

This study examines evaluation procedures for English 10 by focussing on objectives and the consequent behaviour to be measured. Benjamin S. Bloom's Taxonomy of Educational Objectives provides the framework within which the objectives are developed. The first five chapters are devoted to literature. Chapter Six contains an outline of "a structure of the English language for teaching purposes." In the following sections, the results of a survey of teachers' objectives for English 10 language work are described and specific objectives are outlined in behavioural terms. Chapter Nine deals with problems of evaluation. The six appendices provide a list of

available texts, the master taxonomies used, the questionnaires and results, and sample questions for measuring the different levels of objectives.

Monk, Richard H.J. An Analysis of the Effectiveness of Common Strategies in Teaching Composition at the Grade Nine Level. Staff Study, University of Victoria, Educational Research Institute of British Columbia [1972].

The purpose of this research project was to discover (1) whether in typical classrooms a measureable improvement in writing takes place over the year, (2) which traditional procedure - preanalysis of topics, postanalysis of marked themes, revision of marked themes and supplementary writing - contributes most to improvement, and (3) how students react to various components of writing programs. Less improvement in writing occurred over the course of the year in the participating classes than was anticipated. The procedure which appeared to contribute most to improvement was preanalysis. Revision appeared to be the next most useful procedure, but this method was not endorsed in the student questionnaire.

Nystrand, Martin, ed. Language as a Way of Knowing: A Book of Readings. Toronto: Ontario Institute for Studies in Education, 1977.

The authors represented in this collection regard language as "an event which imposes order on world and self, which gives structure." They therefore see language use as a powerful strategy for knowing, and they are concerned with how individuals are changed as a result of using language. In discussing the pedagogical implications of these concepts, the editor stresses that to enable students to use language effectively to know, one must understand what is involved in knowing, and then in speaking and writing. The sixteen readings are grouped in three sections: Knowing by Structuring, Structure by Uttering, and Speaking and Writing to Know Others.

Ontario Institute for Studies in Education, English Study Committee. Chairman: W. Victor Whatton. Rhetoric: A Unified Approach to English Curricula; A Report. (Curriculum Series No. 9). Toronto: 1970.

The purpose of this report is to recommend and in part to describe a rhetorical-oriented English program. The first section, "The Uses and Meaning of Rhetoric," outlines the history of rhetoric. In subsequent sections, general discussions are followed by course outlines and sample lesson plans for the elementary, secondary, and university levels. The recommendations of the committee for further research and development are then presented. The extensive bibliography which concludes the report has 4 main parts: bibliographies; primary texts; historical and critical studies; and contemporary theory and

practice. The second and third parts are subdivided historically, and the last is partially annotated.

Ontario Institute for Studies in Education, English Study Committee. Chairman: W. Victor Whatton. English: Four Essays; The Aims and Problems of English in Schools, Community Colleges, and Universities of Ontario; An Interim Report. Toronto: 1968.

These essays deal with the aims and problems of English at all levels. In "English at the Elementary Level," problems are discussed under the following headings: the teacher, administration; individual differences in pupils; libraries and librarians; and non-graded schools. The author of "English at the Secondary Level" considers teacher training, courses of study, tests and examinations, sequence, language, and the mass media. The other two essays are entitled "English and Colleges of Applied Arts and Technology" and "From School to University."

Ontario Teachers' Federation, Educational Studies Sub-Committee. Chairman: Evelyn Moore. Individualizing Language Arts; Primary Level. Toronto, 1973.

This booklet is intended as an aid to providing individualized activities in language arts at the primary level. The four arts of listening, speaking, reading, and writing are considered in turn; the section on writing contains spelling games and activities, suggestions for motivation stimuli, and ways of encouraging creative writing.

Powell, Brian. English Through Poetry Writing: A Creative Approach for Schools. Itasca, Ill.: F.E. Peacock, 1968. ERIC ED033130

Robertson, Duncan. Errors in Composition. Toronto: MacMillan, 1961. Review Article.

Smith, Frank. (ed.) Psycholinguistics and Reading. New York: Holt, Rinehart and Winston, 1973. Tate, pp. 220-21

Smith, Frank. Understanding Reading - A Psycholinguistic Analysis of Reading and Learning to Read. New York: Holt, Rinehart and Winston, 1971. Tate, pp. 220-21

Stennett, R.G., and Lorna Isaacs. Intermediate English Evaluation Project: Writing - Student Attitudes and Achievement. London, Ont. Board of Education, 1974.

Two groups of students were administered batteries of tests which contained a measure of verbal ability, short attitude scales, and either a standardized test of basic writing skills or a letter-writing assignment. This report provides details on the students sampled, the attitudinal and achieve-

ment goals selected, the tests, scales and ratings, and the statistical techniques used to analyse the data. The findings indicate that, in general, (1) boys enjoy writing less than girls, and all students' enjoyment decreases as they progress through the grades; (2) students' skill in writing improves over the grade seven to ten interval, while girls do better than boys on all tests at all levels; and (3) some relationships exist between verbal ability and mastery of certain writing skills and between attitudes toward English and mastery of these skills.

Stewart, M.F. "English Grammar: Retrospect and Prospect," in Education; A Collection of Essays on Canadian Education, Vol. 5, 1962-1964. Toronto: W.J. Gage, 1965.

After outlining the history of grammar from the eighteenth century to the present, the author briefly discusses the effects of recent linguistic studies on language arts programs in schools. He stresses that teachers need basic courses in linguistics and modern English grammar. In addition, he suggests that by grade nine or ten, students should have some understanding of "the most pertinent and reliable findings of the modern grammarians," simply because students deserve to know about their native language.

Swan, Margaret. Aspects of English - Junior High School; Part IV: A Guide to English Language Study, Grade Levels 7 and 8. Halifax: Nova Scotia Department of Education, 1972.

The first section of this teaching guide, "Background for the Teacher," presents important facts about the English language. Much of the material is taken from Dwight Bolinger's Aspects of Language. Topics covered include language development in children, characteristics of language, the relationships between speech and writing, semantics, and "informal" and "formal" authority in language. In "Dialect; Levels of Language Usage," dialect is defined and ways in which variations in dialect can be shown are considered. The purpose of Section III, "Grammar," is to suggest areas of grammar study most appropriate to grades seven and eight. A list of the grammar program's objectives is followed by a discussion of the five main parts of the program: word order, content and structure words, the five basic sentence patterns, transforms (i.e. transformational rules), and intonation. Several suggestions for classroom activities are included.

Thorn, Elizabeth, A., and Carl Braun. Teaching the Language Arts: Speaking Listening Reading Writing. Toronto: Gage, 1974.

Intended as "a practical guide to establishing effective language programs in the elementary school," this book focuses on the first 6 years of school. Part One, "A Theoretical Framework," places language in a sociological

context and examines the relationship between language and thinking. The four chapters in Part Two discuss the role of school language programs, the four language arts, the skills which must be developed, and the factors affecting oral language development. The program strategies described in the rest of the book are based on the theoretical framework provided in these parts. Part Three is concerned with the first months of school, while the following section is devoted to teaching strategies and techniques in the later grades. Two chapters here deal with "Developing Competence in Writing" and "Grammar - Has it a Place?" Part Five contains discussions of instructional groups, classroom organization, and evaluation and record keeping. At the end is a "Review of Recent Research in Children's Language."

Toronto Board of Education, Research Department. Testing Some English Language Skills: Rationale Development and Description. 1969.

This report describes the development of materials to test English language skills. These materials were designed for use in the New Canadian Study (1967-68), which involved children whose acquisition of English ranged from zero to complete mastery. Some principles of language testing are discussed, and the ideas and strategies considered as the materials were being developed are presented. The resulting test has six parts: the first three, which are taped, test aspects of auditory perception, while the last three are in printed form and test vocabulary aspects of language. A preliminary evaluation of the materials is included.

Trosky, O.S., and C.C. Wood. Expressing Ideas in Elementary School (A Teacher's Handbook). Winnipeg: University of Manitoba Faculty of Education, 1970.

The authors show how elementary-school pupils can learn to use a system of organization when expressing themselves. After a general description of the procedures by which the authors had a class present ideas, group and number them, and order the groups, an account of twenty-four lessons using these procedures is provided. Some samples of pupils' work are also included.

Tway, Eileen. Books for Canadian Kids: Children's Literature and Creative Writing. 1976. ERIC ED132566

Ves, Thomas. Teaching Spelling: Canadian Word Lists and Instructional Techniques. Toronto: Gage Educational Publishing Limited, 1974.

Vogt, Anton. "Teacher Education: Items for Teachers of English," in Education; A Collection of Essays on Canadian Education, Vol. 7, 1967-1969. Toronto: W.J. Gage, 1969.

The author presents questions, suggestions, and challenges to future and practising teachers of English. He discusses desirable qualities in English teachers and considers such topics as language and the child, language and the adult, and language in the classroom.

Wees, W.R. "Teaching Language as Thinking," in Education; A Collection of Essays on Canadian Education, Vol. 6, 1964-1967. Toronto: W.J. Gage, 1967.

This essay consists of the explanation and elaboration of five basic principles: (1) words are symbols of ideas; (2) an idea is always a relationship; (3) an idea never occurs except in relation to another idea; (4) ideas are produced only by experience, and thinking is experiencing; and (5) the four kinds of symbols used in language are united in the idea for which they stand. The applications of these principles to teaching are considered, and a diagramatic representation of the unity of language is developed.

Wright, E.N., and C.M. Reich. Language: A Study of Fundamental Skills (Report no. 108). Toronto: Toronto Board of Education, Research Department, 1972.

This report describes an extensive study of language skills which was conducted across Toronto during the school year 1971-72. Mainly concerned with reading, the study included the administering of the Gates-MacGinitie Reading Test, the vocabulary and comprehension subsections of the Canadian Tests of Basic Skills and a descriptive study of writing ability. The researchers here conclude that the average eighth grade student has mastered the English language and can communicate simple ideas. The study also revealed a correlation of .46 between the student's composition scores and both the vocabulary and comprehension sections of the Gates-MacGinitie Test.

CANADIAN THESES

Arnell, George. An Experimental Study of the Relationship Between Selected Types of Stimuli and the Quality of Student Expository Writing. M.A. (Education) thesis, Simon Fraser University, 1970.

Bachor, Patricia. A Study of Some Aspects of Computer Assisted Language Instruction. M.Sc. thesis, University of Calgary, 1973.

Beaudin, Sandra Jane. An Examination of Selected Aspects of the Language Arts Curricula in Four Canadian Provinces: New Brunswick, Ontario, Alberta and British Columbia. M.A. thesis, McGill University, 1971.

Carnine, June A.M. An Investigation of the Effect of Transformational and Structural Grammar on the Writing of Grade 7 Students. M.Ed. thesis, University of Alberta, 1968.

Dick, Cornelius Lorne. A Study of Social-Class Differences in Language Expression: An Analysis of Some Written Samples. M.Ed. thesis, University of Calgary, 1968.

Fox, Elsworth E. The Effect of Verbal Experience on Written Language Development. M.Ed. thesis, University of Alberta, 1968.

Gajadharsingh, Joel. An Evaluation of the Pre-Service Education Programs Provided by Western Canadian Universities for High School Teachers of English. M.Ed. thesis, University of Saskatchewan, 1966.

Gajadharsingh, Joel L. A Study of the Effects of Instruction in the Rhetoric of the Sentence on the Written Composition of Junior High School Students. Ph.D. thesis, University of Alberta, 1970.

Gonzalez, Steve. An Investigation into the Effects of Instructional Objectives and Questions on Learning from Prose. M.A. (Ed. Tech.) thesis, Concordia University, 1975.

Gordon, Minita Elmira. A Study of the Relationships Between Selected Measures of Written Language and Certain Personality and Biographical Variables. M.Ed. thesis, University of Calgary, 1969.

Grant, Mary Anastasia. An Exploration of the Relationships Among Reading, Language and Cognitive Style. Ph.D. thesis, University of Alberta, 1972.

Haines, George Richard. The Preparation of Accredited English Teachers in Saskatoon. M.A. (Education) thesis, University of Saskatchewan, 1975.

Hamilton, Gladys A. An Exploration of Teacher Opinion on What

Constitutes Acceptable Writing at the Grade Eleven Level in High School. M.A. thesis, McGill University, 1966 [c1967].

Harvey, Elizabeth Mary Wilby. An Evaluation of the Enriched English Program in N.B. High Schools. M.Ed. thesis, University of New Brunswick, 1971 [c1972].

Heapy, Nelson Albert. The Effects of Nonintellective Behaviour Upon a Grade School Student's Essay Marks. M.A. thesis, University of Western Ontario, 1969.

Janzen, Henry Lawrence. A Study of Written Language Ability. M.Ed. thesis, University of Galgary, 1968.

Jones, Edward Austin. An Investigation of the Relationship Between Written Composition and Reading Ability and Reading Habits. M.Ed. thesis, University of Alberta, 1966.

Jones, Edward A. The Measurement of Writing Ability. Ph.D. thesis, University of Alberta, 1969.

Kahanoff, A.L. The Senior High School English Curriculum in Alberta, 1945-1970. M.Ed. thesis, University of Calgary, 1972.

Meade, Richard M. Creative Thinking, Mental Ability and English Achievement. M.A. thesis, Dalhousie University, 1972.

Paquette, Jerre James. A Study of the Development of School and Personal Writing: An Application of James Britton's Theories of Language Development to the Writing of Four Students Through the High School Years. M.A. thesis, University of Calgary, 1975.

Paquette, Mary Elizabeth. The Environment of Language: An Examination of the Work of James Britton in the Light of the Alberta High School English Curriculum, 1970. M.Ed. thesis, University of Calgary, 1972.

Parbs, Ruth A. A Study of Written Language Development: An Application of James Britton's Theories of Language Development to the High School English Class Writing of Three Girls. M.A. thesis, University of Calgary, 1973.

Phillips, Charles Edward. The Teaching of English in Ontario 1800-1900. D.Ped. thesis, University of Toronto, 1935 [c1976].

Pilkington, Gwendoline. The Problem of Subjectivity in Marking in English Composition and the Effects of Using a Rapid Impressionistic Evaluation Procedure by Suitable Paired Markers. M.A. thesis, McGill University, 1967 [c1968].

Ralph, Joseph Stewart. Socioeconomic Inputs Versus School Inputs Related to Grade 6 Written Language Achievement in a Rural Area of Newfoundland. M.A. thesis, Memorial University of Newfoundland, 1971.

Sark, Rose. Linguistic Insights into English Word-Formation: Implications for Teaching and Learning. M.A. thesis, University of Toronto, 1974.

Schwartz, Phyllis. A Developmental Study in the Application of Group Techniques to Improve Oral and Written Communication Skills in the High School English Class. M.A. thesis, Simon Fraser University, 1973.

Siemens, Edna. Description, A Measure of Children's Language Power. M.Ed. thesis, University of Alberta, 1973.

Spillios, Christopher James. Language and Set. M.Ed. thesis, University of Calgary, 1972.

Tebo, Maurice R. An Investigation of the Perceptions of High School Teachers of English Regarding Selected Problems in Testing. M.Ed. thesis, University of Calgary, 1972.

Thompson, Ronald Edmund. A Survey of the Relationships Between Reading Achievement and Certain Other Language Arts Skills of Students from Grade Seven to 1st Year College. M.Ed. thesis, University of Calgary, 1967.

Waksberg, Josiane. An Evaluation of the Use of Television in Teaching Language Arts. M.A. thesis, Sir George William University, 1974.

Whale, Kathleen B. A Study of the Relationship Between Teacher-Pupil Verbal Interaction During Creative Writing Sessions and the Quality of the Creative Writing. M.Ed. thesis, University of Saskatchewan (Saskatoon), 1972.

BRITISH PERIODICAL ARTICLES

Abbs, Peter. "Language, the Medium of Activity and Imagination." Times Educational Supplement, 23 July 1971, 2931:16, 33.

> This paper on the nature of English teaching begins with an historical look at the profession. The author focuses on two topics: the function of language and the purpose of education. He then considers three principles of English teaching to which there is growing assent: first, English is seen as a continuous activity; secondly, this conception has developed into the practice of teaching through themes, and thirdly, any material can be used as a starting point for discussion, writing, or drama. Finally, he asks how successful English teaching can occur in the present circumstances, with the absurdities of timetables, examinations, and class and school sizes; and suggests that the task now is to bring about a structure of education in which the subject's aims can be appreciated and fulfilled.

Adams, Anthony. "Language in the School." Teaching English, Oct. 1975, 9:9-17.

Allen, George C. "The American 'Project English'." Trends in Education, July 1966, 3:34-38.

> This report describes the American programme and some of its effects on schools, as observed during a visit. The author discusses what British educators can learn from the project and considers the differences in education in the two countries.

Andrews, Paul. "The Process of Composition." English in Education, Spring 1969, 3:12-23.

Antcliffe, Kenneth. "Progress on a Language for Liverpool." Education, 10 Sept. 1976, 148:205-06.

Ashworth, Eric. "Goodbye to the Gerund." Teacher, 11 April 1969, 13:19. ¢Criticises the survival of nineteenth-century formal grammar@

Aubrey, G. Olive. "Oral and Written Expression - The Early Stages." Opinion, Dec. 1967, 11:5-13. ERIC ED029863

Backhouse, J. "Children's Writing." Froebel Journal, June 1966, 5:13-17.

Baker, Edgar. "English as She Should be Taught." Education and Training, Nov./Dec. 1975, 17:256-57.

> The author calls for greater expertise in the teaching of our mother tongue. His view is that the teaching of spelling, punctuation and grammar is necessary, but that English should

be taught in a context. Moreover, skills must be practised systematically and continually. He also discusses how lack of control over language and muddled thinking go hand in hand, and concludes by stating that if we study English in use we learn also to communicate with ourselves.

Barnes, Douglas. "English with an Examination: Fifth Form." Use of English, Winter 1968, 20:130-38 and Spring 1969, 20:218-27. ERIC ED037438

Barnes, Douglas. "'To Help You Write Well'." NATE Bulletin, Spring 1965, 2:10-14. [Account of internal examinations at a grammar school set to test creative writing ability]

Barnes, Douglas and D. Shemilt. "Transmission and Interpretation." Educational Review, June 1974, 26:3.

This article reports on a study in which teachers of third-year classes in 11 secondary schools were asked (1) why they set written work, (2) what they kept in mind when they set it, (3) what they did in 'marking' pupils' writing, and (4) what uses, if any, they made of it after marking. Their answers were categorized, and factor analysis was used to find patterns amongst them. It was possible to see the replies "as falling somewhere upon a dimension which runs from a Transmission view of teaching and learning to an Interpretation view."

Barrett, P.M. "The Language of Bullock: 2. Radical Incoherence?" Use of English, Summer 1976, 27:54-57.

This article questions whether the many suggestions in the Bullock Report amount to a coherent statement of policy for language work. After discussing the chapters on reading and literature, the author focuses on the lack of inner coherence regarding the function of the teacher in the chapter on Initial Training; and suggests that the weight of theory in the courses described in the appendices is not consistent with the practical approach advocated earlier.

Bennett, William A. "The Unity of Language Teaching." Cambridge Journal of Education, Lent 1973, 3:42-51. [Suggests more co-operation between teachers of first languages and foreign languages on the grounds that methods and materials required are similar for both]

Berse, P. "Criteria for the Assessment of Pupils' Compositions." Education Research, Nov. 1974, 17:54-61.

A report of an experiment which was set up to determine whether ten-to-eleven- year-old children would perform better on an imaginative writing task if given a stimulus consisting of an imaginary dialogue rather than written titles. The main focus was on the viability of different forms of assessment. The most useful criteria from a large battery proved to be vocabulary, a weighted index of modifying clauses, pre-verb length, and

sequence.

Birnie, J.R. and E.A. Hewitt. "Assessing Essays by Computer." Durham Research Review, April 1968, 20:272-78.

Birnie, J.R. and E.A. Hewitt. "Home Background - its Effect upon Achievement in English." Educational Review, Feb. 1968, 20:156-63.

The study reported here was concerned with "under-achievers," defined as those pupils who appear consistently in the bottom third of the form for English Language, but in the top third for at least two other academic subjects; and tested two hypotheses based on the theory of Basil Bernstein (1961). The hypothesis that under-achievement in English is associated with a relationship between parent and child based on authority rather than reason was supported, as was the view that such under-achievement is associated with inadequate parental co-operation with the school. Under-achievement, however, was shown to be probably more closely associated with parental occupation and education than with the other factors investigated.

Birt, David. "Alogorithmic [sic] Grammar." Times Educational Supplement, 12 Feb. 1971, 2908:23.

A method of teaching pupils to recognize the parts of speech is described. Algorithms break problems down into logical visual forms in such a way that it is easy to find solutions. Pupils using algorithms would involuntarily memorize the relevant steps, and much rote learning could be avoided. An algorithm on nouns is reproduced here. The author reports that the approach drastically reduces the time spent on grammatical analysis and increases the pupils' competence, confidence, and pleasure in this area.

Bishop, C.H. "Courses for English Specialists in Colleges of Education." NATE Bulletin, Autumn 1965, 2:9-11.

Blishen, Edward. "Playfulness is Terrific." Times Educational Supplement, 29 Oct. 1976, 3204:20-21.

Suggesting that too much English teaching ignores children's feeling for language, the author proposes the practice, ten minutes here and five minutes there, of exercises concerned solely with verbal plays. He offers some suggestions for these exercises. His experience has shown that such activity gives children essential practice in verbal music and frees them from "thin notions of vocabulary."

Boon, G.S. "Language in Towns." Use of English, Autumn 1972, 24:24-27, 33.

The author advocates and describes an outdoor investigatory approach to the language found in urban areas. Such projects,

he maintains, stimulate a feeling for words, their meaning and their use.

Brace, Diane. "Simulation, Games and Projects." English in Education, Winter 1974, 8:70-80.

Three games produced at the 1974 conference of the National Association for the Teaching of English are described. One of these is "Sentence Power," the object of which is to provide an enjoyable, well-motivated exercise in constructing sentences and in considering and understanding the functions of parts of speech.

Brannon, D.M. "A Comparison of the Errors Made by Grammar and Technical School Pupils in Alternative Papers in G.C.E. English Language." British Journal of Educational Psychology, Feb. 1966, 36:121-23.

The major aim of this investigation was to discover whether the greater knowledge of formal grammar of the group of grammar school pupils was reflected in the technical accuracy of their written work. No significant differences in the means of error scores calculated for the two groups were discovered. The investigation also provided evidence to support the notion of a "vocabulary" of error, which is fairly constant despite differences in essay title.

Brazil, David. "Kinds of English: Spoken, Written, Literary." Educational Review, Nov. 1969, 22:78-92.

This article points out the need for a systematic account of the relationships among the various kinds of English. Some of the differences between speech and writing are considered, and the author describes some of his practices in teaching in a college of education. One needs, he says, to visualize a continuous scale with all those samples of language that make maximum use of written features at one end and all those that make maximum use of spoken features at the other. Three suggestions are offered: (1) ways should be found for making older pupils aware of these differences; (2) at least some written work should be set in carefully structured contexts; and (3) models should be provided from which pupils can learn what is acceptable in a formal written style. Finally, the author discusses the usefulness of this topic in the teaching of literature.

Britton, James. "Learning from Each Other." Times Educational Supplement, 26 Nov. 1971, 2949:4.

A report on the York Conference.

Britton, James. "What is 'English'?" Trends in Education, Dec. 1974, 36:24-28.

The Dartmouth Anglo-American Seminar of 1966 and the York Conference of 1971 are discussed. The author then explains the categories of language use or function devised by the team of the Schools Council Writing Research Project. He suggests that a useful way of defining the area of operations in English lessons would be to identify it with the area of language use covered by the continuum from the Expressive to the Poetic. A focus on language in the spectator role would link what is written and what is read within one context. He goes on to relate the emergence of a language-based theory of learning to a number of contemporary trends.

Britton, James and Bernard Newsome. "What is Learnt in English Lessons?" Journal of Curriculum Studies, Nov. 1968, 1:68-78.

This article is concerned with the learning process and with the relationship between language and experience. The authors point out that the child speaks to satisfy his curiosity and his desire to participate, and he learns to talk by listening and talking. At school he continues to learn by using language and to learn language by using it; later, however, too little provision is made for learning by talking, and learning by writing is not distinguished from "showing that you know." The authors go on to explore the uses of language in the roles of "spectator" and "participant." They also discuss the different functions of language in the different school subjects, including English. Several pieces of writing by a 14-year-old girl are studied in order to explore the relationship between language and experience. The bulk of her writing was written from the standpoint of "spectator," and the authors argue that the fruitful pattern of development does indeed move from the spectator to the participant, from the personal to the impersonal.

Britton, James. "The York International Conference 1971." English in Education, Spring 1972, 6:3-6.

This report describes the planning and the highlights of the conference, and lists the main points of the final statement.

Brumfit, C.J. and K.F. Reeder. "The Role of Language Study in Teacher Education." Educational Review, June 1974, 26:251-59.

This article argues that language study for teacher education should be planned and outlines a possible M.A. level course of studies in applied linguistics for mother tongue teaching. This program would equip lecturers to design their own language courses in colleges and departments of education. The proposed program would require one year of full-time study, with four main courses and one optional area. The suggested courses, which are all considered separately, are: Linguistic Theory; Description of English; Psycholinguistic and Sociolinguistic Aspects of Language Learning; and Theory and Practice of First

Language Teaching.

"The Bullock Report: 'A Language for Life': The Report of the Committee of Inquiry." Education, 21 Feb. 1975, 145:i-viii.

Burchnall, M.L. "The Internal Examining of English Language." Conference, Feb. 1968, 5:29.

Burgess, Tony. "Kinds of Writing." English in Education, Summer 1971, 5:36-47.

This is a report of an enquiry into pupils' writing in different subjects by members of the 1971 annual conference of N.A.T.E. Many examples are included. The conclusion was reached that too often writing tasks prevent the pupil from entering into a genuine engagement with experience. It was agreed too that the notion of a writing appropriate to the subject needs to be de-mythologized.

Burke, S.J. and C.J. Brumfit. "Is Literature Language? Or is Language Literature?" English in Education, Summer 1974, 8:33-43.

This paper is concerned with the proposition that English should be treated as one subject for testing and/or teaching purposes. The authors provide an introductory survey and a brief discussion of the aims which writers on the teaching of English appear to accept, an account of some ways in which the teaching of literature might benefit from being treated as a separate subject, and a more detailed consideration of the ways in which the child's language development might be assisted in school quite independently of work on literature.

Burniston, Christabel. "White and Black Paper." Spoken English, May 1975, 8:46-57. [Parallels between A Language for Life ... and the Black Paper The Fight for Education, ed. by C.B. Cox & Rhodes Boyson. London: Dent, 1975]

Burnkrant, E.G. and Philip Lambert. "A Comparison of the Effects of Various Learning Procedures Upon Punctuation and Content in a Free Writing Situation." Programmed Learning, Oct. 1965, 2:158-69.

This paper describes an experiment in which the effects of treatment (normal teaching approach and programmed instruction), ability (low, medium, and high), and incentive mode (graded and non-graded) were investigated. Agreement among judges on the scoring of essays was also considered. After a review of pertinent literature in each of these areas, the article describes the method, the subjects, the procedures and measuring instruments, and the results of the experiment.

Burton, S.H. "Language for Living." New Education, Feb. 1965, 1:20-21. [Nuffield research material to help the English teacher]

Cairns, Robert T., et al. "English and the Slow Learner." Teaching

English, May 1973, 6:3-17.

Capey, A.C. "The Language of Bullock: 4. Bullock, Practical Critic." Use of English, Summer 1976, 27:59-61.

> The subject here is paragraph II.24 of the Bullock Report, which discusses learning what an adjective is and how it may be used. It is argued that Bullock seems not to have grasped the true connection between children's writing and that of professional writers; that Language for him is a tool; and that the experiment given in II.24 amounts to an insincere playing with words.

Carson, B.M. and D.K. Cunningham. "Rules: A Theme for Rosea Pupils." Teaching English, Oct. 1974, 8:20-24.

Cave, George N. "From Controlled to Free Composition." English Language Teaching, June 1972, 26:262-69. ERIC EJ063575

Centre for Information on the Teaching of English, Edingurgh. "English for Young School Leavers." Teaching English - CITE Newsletter, May 1972, 5:4-17. ERIC ED068980

Chambers, Robin. "Commission 3:14-16. Introduction." English in Education, Winter 1974, 8:33-34.

> Six main points which emerged from the 1974 conference of N.A.T.E. are listed: (1) the whole area of teacher training needs fundamental reworking; (2) the area of progress recording and assessment is a difficult one to map; (3) the organization of resources is an increasingly important subject; (4) links with the community still need developing almost everywhere; (5) the question, "What do we mean by relevant?" still needs asking; and (6) most fundamentally, a greater understanding of the extent to which all our problems may be language problems is needed.

Chomsky, Noam. "Should Traditional Grammar be Ended or Mended? I." Educational Review, Nov. 1969, 22:5-17.

> This statement provides an indirect justification of traditional grammar. Professor Chomsky gives what he calls a "very brief and absurdly over-simplified description of what a grammar would be like." Grammar is assumed to consist of rules (a base) which specify abstract structures that underlie the sentences of a language; and of a set of operations (grammatical transformations) which operate on these underlying structures and ultimately turn them into other, surface structures. The author argues that noun, verb, and adjective play a very definite role, and hence traditional grammar was quite right to establish these three as its basic categories. He states that such a conception of language achieves its justification in terms of the large explanatory framework outlined in the statement.

Christie, T. and P. Kline. "The Effect of Studying Classics to 'A' Level on the Writing of English." Educational Research, Nov. 1966, 9:67-70.

The study described here showed that Classics pupils write longer and more complicated sentences than other groups. The evidence indicates that exposure to the classical languages does not of itself improve the ability to write English. Exposure to sentences of great grammatical complexity and of periodic structure does not encourage pupils to use such sentences themselves; rather they write long but relatively unstructured sentences.

Clark, Herbert H. and Jeffrey S. Begun. "The Use of Syntax in Understanding Sentences." British Journal of Psychology, Aug. 1968, 59:219-29.

The results of the study described here show the existence of two levels of processing: hierarchical and left-to-right.

Clarke, Mark A. "Individualising Instruction in the Composition Class." English Language Teaching Journal, Nov. 1973, 28:43-46. ERIC EJ092955

Cockburn, Stewart. "Good and Bad Public Prose." Opinion, Sept. 1969, 13:15-24. ERIC ED038420

Connelly, Charles J. "The Imaginary Community Project in Further Education." Teaching English, May 1973, 6:22-7. [Arousing interest in English in further education students by basing projects on communities appropriate to their career intentions]

Cook, Stanley. "The Rise of the Comma." English in Education, Spring 1972, 6:45-48.

The author quotes from Shakespeare, The Times, Joyce's Ulysses, and Kafka to illustrate their "weakness" in punctuation; and then argues that, while our present mode of punctuation may survive for factual and formal work, it is ridiculous to insist upon it in children's creative writing.

Cooper, D. "An Investigation into two Methods of Teaching English in Modern Schools." British Journal of Educational Psychology, Feb. 1966, 36:105-06.

This study compared the efficiency of analytical and incidental methods of teaching English. The results of the experiment showed that in tests of reading, spelling, usage, vocabulary, and written composition, there was no evidence of significant differences in level of achievement between the two groups. In tests of punctuation and sentence structure, however, children taught by analytical methods made significantly greater progress. The experiment also showed that in all tests except

reading, children taught by experienced teachers who were enthusiastic about their methods made significantly greater progress than similar children taught by teachers using imposed methods.

Copeman, Christopher. "A Prep School Master's Look at the Bullock Report." Preparatory Schools Review, June 1975, 24:4-6.

Corbin, Richard. "Formalized Writing Curriculums? No!" English in Education, Autumn 1970, 4:74-77.

The basic premise of this argument is that good writing happens when someone feels intensely enough about something to try to record the experience in what to all of us is really a foreign language - written English. The author claims that the ability, for instance, to punctuate properly is valuable, but people achieve such accomplishments only after years of introverted experience and only if they really feel the need. The main problem is that most children do not feel the need. It is concluded that the effective teacher of writing is versatile and is able to capture, at the "excited moment", his students' interest and will to concentrate. Only when a student has something he wants to say does his written language cease to be a foreign tongue.

Cox, Peter. "English - the Key Subject." Teacher in Wales, 2 April 1965, 5:7-9.

Creber, J.W. Patrick. "Current Trends in English Teaching: The Quest for Rigour." English in Education, Spring 1967, 1:7-11.

Crofts, Dorothy. "The Language of Bullock: 3. The Twenty-Third Chapter." Use of English, Summer 1976, 27:57-59.

This article is critical of the suggested basic courses on language in Chapter 23 of the Report, largely because of the emphasis on theory rather than practice. The courses seem inconsistent with the spirit of the rest of the Report.

Crystal, David. "Linguistic Perspectives." Reading, June 1975, 9:37-49.

The author criticises the Bullock Report for underestimating the contribution to be made to the teaching of English by linguistics. He claims that the Report does not address itself sufficiently to the problem of how one bridges the gap between theoretical principles and pedagogic practice. The Report underestimates the complexity of language; this is revealed most clearly in the sections on teacher training.

Cullup, Michael. "Linguistics and the Teacher." Use of English, Autumn 1967, 19:19-21.

This author believes that the relevance of linguistics to

the teacher is very limited and that the emotional needs of the children should receive the most attention.

Currie, William B. "Teaching English Language: A Discovery Approach." Times Educational Supplement, 4 July 1969, 2824:38.

A new approach to native language learning experimentally tested in schools in Scotland is based on the author's book Discovering Language II. This article discusses the general orientation of the new course and some of its principles, gives a sample of its methods, and states its aims. An underlying principle of the approach is that an educated native speaker should be rational and articulate about his language environment and about language use in the community. Some sample discovery lessons used in the first term are described; these concentrate on the different ways language may show its organization.

Davidson, H. "Theme Study on Weather." Teaching English, Jan. 1973, 6:25-27.

Davies, Alan. "Improving Writing." English in Education, Autumn 1969, 3:62-68.

This article is concerned with the difficulties of assessing progress in writing. The author examines A.B. Clegg's The Excitement of Writing and Hugh Fraser's Control and Create; and he concludes that the tools of analysis in both the creative writing approach and the more functional approach are inadequate. The general conclusion is that appropriateness rather than improvement should be emphasized. The author advocates Clegg's proposal that English in all subjects be helped by increasing the amount of personal writing in English classes. Far more practice in writing, rather than more discussion on how to improve writing, is stressed.

Davies, Hugh Sykes. "English at 16+ and 18+." Conference, June 1976, 13:26-27.

Davies, James A. "Marking A Level English." Use of English, Summer 1973, 24:329-32.

The author criticises the low standard of many A level candidates. He focuses on 2 areas: their poor command of expression and their inability to respond to literature as literature. There is a link, he maintains, between insensitivity to one's own words and a lack of awareness of the words of others. He asserts that the subject is being taught the wrong way.

Derrick, June. "The Politics of Language." Times Educational Supplement, 13 Feb. 1976, 3167:22-23.

In the second part of a three-part series on the impact of

the Bullock Report, this article looks at "the report's contribution to some critical and complex questions of language development" and focuses on the education of underprivileged and minority-group children.

Dixon, John. "Current Concerns ... and the Future of N.A.T.E. - A Discussion Document." English in Education, Summer 1972, 6:71-82.

A list of numbered points in which the role of N.A.T.E. is discussed and the significant directions emerging in English studies identified.

Dixon, John. "A New Tradition in the Teaching of English." English in Education, Summer 1969, 3:51-57.

After reviewing the way English teaching has changed over the last ten years, the author discusses the qualities one hopes for in writing in which the focus is on experience. He claims that, throughout the course of a writing skills program: (1) the view of experience must range from the concrete and particular to the general, often wedding the two; (2) the sense of audience must range from the intimate and personal to the distant and impersonal; and (3) the ordering of experience must range from the intuitive to the rational. The article also deals briefly with aspects of spoken English and drama.

Dixon, John. "Writing to Learn?" Teaching at a Distance, March 1976, 5:13-19.

Dixon, R.T. "Accuracy in English." Use of English, Autumn 1968, 20:30-33.

This article contains suggestions, which have proved successful, for teaching the accurate use of language to children of lower secondary-school age. One exercise teaches the pupil to project himself into another set of circumstances or into the point of view of another person. Different methods of stressing accuracy of observation and description are described.

Doe, Bob and Stuart Maclure. "Bullock in the Field." Times Educational Supplement, 20 Feb. 1976, 3168:20-21.

In this conclusion of the three-part "Bullock plus one" series, Bob Doe reports on a conference held at the TES to discuss the impact of the Report during its first year, and Stuart Maclure reflects on some of the issues raised in the discussion.

Donley, Michael. "The Paragraph in Advanced Composition: A Heuristic Approach." English Language Teaching Journal, Apr. 1976, 30:224-35. ERIC EJ141337

Doughty, Peter. "An Introduction to Language in Use Materials." English in Education, Summer 1971, 5:69-73. ERIC EJ046457

Doughty, Peter. "Pupils Also Use Language to Live: A Defence of a Linguistic Approach to Language Study for the Classroom." English in Education, Spring 1972, 6:18-28.

> This paper outlines the intellectual basis of the Schools Council Language in Use project, and ends by pointing to three other topics the author feels should be at the centre of debate about English over the next months and years.

Durojaiye, Susan M. "An Analysis of the Errors made in the English Essays of Fifty Western Nigerian Grammar School Pupils." West African Journal of Education, June 1970, 14:131-34.

"English Across the Curriculum: An 'Education' Digest." Education, 7 Nov. 1975, 146:i-iii.

"English Language Skills: Are Schools Failing?" Multiracial School, Spring 1973, 2:11-18.

"Examining at 17+" English in Education, Winter 1974, 8:64-68.

> This report to a commission at the 1974 annual conference of NATE maintains that reform is urgently needed. The statement contains a list of conclusions reached from a study of a sample of papers set by professional bodies and regional examining unions, comments on C.E.E., and a list of items the group would like to see included in the assessment pattern.

Fell, Kenneth. "The Dead and the Quick." Use of English, Summer 1965, 16:311-16.

> The author maintains that "Dead" writing occurs when experience is reduced to a classification. He describes a term's work devised to modify the tendency to produce dead writing and includes the essay topics assigned, some examples of progress, and "comments, given dispersedly."

Flower, Fred. "The Language of Failure." English in Education, Autumn 1970, 4:11-29.

> This paper includes a general discussion of deprivation and a section on "Language and Communication" in which the importance of audience is stressed. The author shows that attacking a pupil's language is ineffectual and creates hostility. He suggests that if the teacher accepts responses in the natural dialect of his class, as the range of exploration extends and the pupils discover that their language is inadequate, they will respond naturally and appropriately in the standard dialect which they will acquire from the teacher. Some approaches and topics are suggested.

Fong, William. "Canadian English Spelling." English Language Teaching, May 1968, 22:266-71.

This discussion of Canadian English spelling includes a list showing American and British variations with the Canadian preference.

Francis, Paul. "Books for English." General Education, Spring 1975, 24:43-46.

Francis, Paul. "Themes (and variations) in English." General Education, Autumn 1976, 27:2-4.

Fraser, Norman. "Thematic Work in '0' Grade English." Teaching English, Summer 1976, 9:23-25.

Gagg, J.C. "Preserve us from Programmed English." Teacher, 3 Dec. 1965, 6:23:9. [Reply by Ronald Deadman, 10 Dec. 1965,24:11]

Gatherer, W.A. "Talking About Writing." Teaching English, Jan. 1973, 6:5-9.

Geach, Peter. "Should Traditional Grammar be Ended or Mended?" Educational Review, Nov. 1969, 22:18-25.

A programme for syntax is sketched here, based on the fundamental idea of analysing things into functions and arguments originally found in Frege's Begriffsschrift (1879) and on further ideas derived from Quine. The author focuses on cases of syntactical ambiguity, which he believes are not suitably dealt with by categories of traditional grammar. He also provides a series of examples illustrating the inconsistent idiomatic role of the definite article. The author points out that language is a complicated phenomenon, and to seek a recursive procedure which will account for the whole is not a scientific enterprise.

Goodenough, Warwick. "Short Essay Writing Courses of Tertiary Level." English in Australia, Nov. 1975, 33.

Grubb, David H.W. "Innovations and Adaptations: Stimulating Writing and Reading in a Comprehensive School." Journal of Applied Educational Studies, Summer 1975, 4:6-10.

Gulland, Douglas L. "Language Arts in the Scottish Primary School." Education in the North, 1976, 13:26-31.

Haggitt, Eileen. "The Teacher's Role and the Teaching of Language." English in Education, Spring 1971, 5:48-52.

Halcrow, Elizabeth M. "Composition and the Community." Use of English, Summer 1965, 16:319-26.

Drawing on her own experiences as a teacher of composition in Canada, the author illustrates some of the problems facing teachers of English. Among the obstacles to creative expression which she cites are: (1) parents' wish that their children

be exposed only to pleasurable sensations, (2) the view of composition as an instrument of conformity and the expectation that the teacher will punish writers whose ideas are not in "good taste." What composition means to the average student is also considered. Eight student essays are included.

Halliday, M.A.K. Relevant Models of Language." Educational Review, Nov. 1969, 22:26-37.

The author begins by identifying and discussing the models of language with which the normal child is familiar when he comes to school: the instrumental, regulatory, interactional, personal, heuristic, imaginative, and representational models. He points out that Bernstein's restricted code should be defined, not in terms of grammar or lexis, but in terms of restrictions on the variety of these functions. An educationally relevant approach to language, the author claims, must take into account the child's own linguistic experience, define this experience in terms of its richest potential, and note where there may be gaps. The other component of relevance is the experience the child will have in the future.

Halyett, Brian. "Structural Linguistics at a Lower Level." Use of English, Winter 1965, 17:138-39.

The author gives an account of his experience teaching by the "new method" (structural linguistics), in a grammar school first form. He describes the material covered, reports that the lessons were enjoyed by everyone, and notes that there is no suitable textbook.

Harding, D.W. "Raids on the Inarticulate." Use of English, Winter 1967, 19:99-111.

The author is mainly concerned with poetry, but he also focuses on the two functions of language: (1) communication, and (2) self-exploration and self-definition. He discusses some of the ways in which utterances cast in the form of communication are also a means of exploring one's experience and defining oneself.

Harpin, W.S. "Wit Whither Wilt? - Some Recent Books on the Teaching of English." English in Education, Spring 1967, 1:19-23.

Harris, R.J. "The Only Disturbing Feature ..." Use of English, Spring 1965, 16:197-202.

An enquiry investigating the value of teaching grammatical terms to children is described. The study (a more detailed account of which can be found in the author's Ph.D. thesis An Experimental Inquiry into the Function and Value of Formal Grammar in the Teaching of English, London, 1962) showed that the study of grammatical terminology had a negligible or even a relatively harmful effect upon the correctness of children's

writing in the early part of the five secondary schools involved.

Hewett, Stanley. "Living with Language." Teacher, 4 Oct. 1968, 12:14-22.

Holbeche, B.H. "The Teaching and Examining of English." Conference, March 1967, 4:11-13.

Hollingworth, Brian. "Traditional Grammar and the Use of English." Use of English, Spring 1972, 23:237-41.

A survey of developments in English teaching over the past century shows that grammar has never been unanimously accepted as an approach to productive English, and that the notion that grammar helps the pupil to write and speak well has always been seriously doubted by a good proportion of teachers.

Hollins, T.H.B. "The Three-Year Course and the Training of the Teacher of English." English in Education, Summer 1968, 2:16-22.

The curricula for future English teachers are described. The author recommends that colleges should diagnose the students' weaknesses and strengths, determine their needs, and set up flexible programmes, some short-term and some long-term, to meet those needs.

Horn, Vivian. "Using Connectives in Elementary Composition." English Language Teaching, Feb. 1972, 26:154-59.

"How an Examiner Marks O-Level English Essays." Where, July 1974, 94:203-07.

Hutchcroft, Diana. "The Primary Impact." Times Educational Supplement, 6 Feb. 1976, 3166:22.

In this first part of a three-part series, "Bullock plus one", on the "impact" of the Bullock Report, a member of the Bullock committee considers its influence at the primary level. The author points out the urgent need for large-scale expansion of language courses for teachers and the lack of understanding of language and learning. The need for more knowledgeable senior officials is also stressed.

Hynds, Jeff and Alistair Wisker. "The Preparation of Teachers - More Change than Continuity?" English in Education, Winter 1974, 8:28-32.

This report presents the views of Kenyon Calthrop and Larry Soule, who believe that a radical reorganization of the whole college structure is needed to eliminate the present fragmented style of teacher preparation. Soule proposes a modular system of school-college cooperation. The guiding principles of the

module/workshop way of learning are listed.

Inglis, Fred. "How to do Things with Words: A Critique of Language Studies." English in Education, Summer 1971, 5:74-84.

This criticism of Language in Use is organized around six "mistakes": (1) the mistake about intentions in teaching literature, (2) the mistake about literature as "merely one highly idiosyncratic form," (3) the mistake about narrowness, (4) the omission of meaning and morality, (5) the omission of the agent, and (6) the omission of history. The author also discusses Britton's Language and Learning.

Inglis, James. "A Scot's Look at 'A Language for Life'." Teaching English, May 1975, 8:10-13.

Jackson, William. "The Construction of Language Programmes." Teaching English, May 1973, 6:28-36.

Jackson, William J. "The Heartland of English." Teaching English, Oct. 1975, 9:18-28.

Jacobs, Roderick A. "Language Study Revisited." Use of English, Spring 1966, 17:204-207. [With a comment by Raymond O'Malley]

Although the author rejects, on linguistic grounds, the proposals of Professor Quirk, he believes that language study is valuable, and that an understanding of the structure of the language should be an important part of the discipline of English. The work done by his students in the U.S. is described. Mr. O'Malley prefers ad hoc discussions of language to systematic courses, and his reply lists several objections to such courses.

Jolliffe, B. "Creative Literacy in the Secondary School." Journal of Applied Educational Studies, Winter 1975, 4:37-44.

Jones, Anthony. "Writing in the Primary and Middle School." English in Education, Autumn 1969, 3:57-61.

The author discusses some general points about the learning and teaching of language and considers the circumstances in which children write. Levels of writing are also listed and described, distinguished in terms of the degree of choice exercised by the writer. Elements of good style are discussed as well. With respect to correction, this writer favours discussion with the writer either while the work is in progress or soon after it has been completed. Suggestions are also offered pertaining to spelling, punctuation, and grammar.

Jones, Esmor. "The Language of Failure: Retrospect." English in Education, Autumn 1970, 4:6-10.

The conclusions of the 1968 Anglo-American Seminar on teaching

English to the linguistically deprived are presented.

Jones, J.H.G. "Language at Work." English in Education, Winter 1972, 6:15-20.

This article proposes a study of written language found in the urban environment, the contention being that language users should have a keener awareness of the linguistic environment and that teachers should attach greater importance to its exploration. The enquiry which is described here deals with three topics: names of shops and some of the things they sell; the language of advertising; and the language of authority which prescribes, prohibits, and instructs.

Jones, R. "Literacy and the Curriculum: An Opposing View!" Higher Education Journal, Spring 1969, 17:29-30. [Reply to Derek Sharples, Autumn 1968]

Jones, Rhodri. "The Mixed Ability Class." English in Education, Spring 1972, 6:56-62.

After a consideration of the difficulties of mixed ability classes, the author stresses that class activities are in fact possible with such groups. Reading is discussed, and some novels are suggested. To illustrate the discussion of writing, nine examples of work done by a fourth-year secondary school class are included, indicating something of the range to be expected.

Kirkman, John. "The War Against Inarticulacy." Technical Education, Sept. 1966, 8:398-400.

Kitzhaber, Albert R. "A Rage for Disorder." Use of English, Winter 1973, 25:103-16.

Arguments are presented here in favour of a sequential English curriculum and against overemphasis on English as a vehicle for personal growth.

Labor, Adonis F. and Mathew J. Sengova. "English Literature as a Passive Catalyst to Success in English Language at the School Certificate/General Certificate of Education O-Level Examination." West African Journal of Education, Oct. 1974, 18:393-8. [Based on a survey of examination results of pupils in Sierra Leone]

La Conte, Richard. "An Experiment in Training Teachers of English." English in Education, Summer 1970, 4:90-106.

This article claims that it is time for a complete revision of our teacher-training programmes, time to begin applying what we know about teaching and learning to our own courses. Features of the programme at the University of Connecticut are described.

La Conte, Ronald. "An American View on the Training of Teachers of English." English in Education, Summer 1972, 6:19-26.

The author reviews the current state of English teacher-preparation in the United States, tries to show how and why programmes are failing, and describes some of the alternative proposals now being advanced.

Langan, Charles. "Anthological Project: Newspaper, 1st April, 1984." CITE Newsletter, Jan. 1969, 2:13-15. ERIC ED034753

"A Language for Life: The Bullock Committee Report." Remedial Education, 1975, 10:55-56.

Chapter 26 of the Report, containing the 17 principal recommendations, is here reproduced.

"A Language for Life: The Bullock Report. Summary of the Report of the Committee of Inquiry into Language and Reading." Times Educational Supplement, 21 Feb. 1975, 3117:i-xii.

A special section summarizing the report.

"Language in Context. Evidence of the National Association for the Teaching of English Submitted to the Committee of Inquiry into Reading and the Use of English set up by the Secretary of State Under the Chairmanship of Sir Alan Bullock." English in Education, Summer 1973, 7:71-91.

The report has seven main sections: (1) Learning and teaching English, (2) The foundations, (3) Out from the family, (4) Ten-sixteen Adolescence, (5) The training of teachers, (6) Inservice training, and (7) Educators of the young child. At the end are 16 recommendations submitted to the Committee.

"Language Skill." Scottish Educational Journal, 7 Oct. 1976, 59:10.

Leathard, D.A. "Writing and the 'Subject' - A Scientist's View." Use of English, Winter 1973, 25:129-33.

This author rejects M. Torbe's proposition that pupils should not be inhibited by having to write about science in an impersonal, scientific style. He regards writing primarily as a means of communication rather than a tool for self-exploration. Leathard argues that efficient communication demands severely practical writing, and opportunity to be creative must be given in addition to, not instead of, this basic work. In writing about a subject a child is not exploring himself, but gaining practice in communicating his personal discoveries (obtained by direct observation, reading, etc.) to be shared by others.

Lewis, Roger. "English Against Odds." English in Education, Spring

1971, 5:53-8. [Discusses pupils' work taken from an independent boys' boarding school whose ethos conflicts with the aims of the English teacher stressing imaginative expression]

Lewis, Roger. "English in the College of Education." Use of English, Spring 1972, 23:212-14, 219.

This author left the staff of a college of education for one year of "school experience." He recommends that student teachers should observe regularly the work of practising teachers, listen to recordings of classroom interchange, and study transcripts of language in school. Lecturers should work in very close relation to teachers and children in schools. Students could be attached to one lecturer and one school.

Leyland, Iris. "Assessing English." English in Education, Summer 1973, 7:39-48.

This commission report summarizes some of the views expressed and the conclusions reached at the Birmingham Conference, and contains some of the samples of written work considered by members of the commission. The aim of the commission was to explore the main functions of assessment, its nature and purposes, and to arrive at certain recommendations. The general conclusions can be summarized as follows. (1) It is impossible to assess much of what the English teacher should be aiming for. (2) Certain features of writing and reading can be assessed; these should be clearly stated, together with their relative weighting, for both the assessors and those being assessed. (3) Assessment of course-work is essential. External moderation and consortium marking are necessary safeguards. (4) Teachers need to be trained in assessment techniques. (5) Profile assessment rather than grading is better for all.

"Looking at the Language Syllabus." Times Educational Supplement, 15 Sept. 1967, 2730:443.

This teacher believes that English language in a secondary school is not a study in itself, but rather an instrument for the formulation and arrangement of facts, ideas, and emotions. The majority of pupils must therefore exercise themselves with the presentation of materials from other disciplines. It is too often ignored that not one per cent of our pupils are budding authors. The article also advocates model drills, objective incentives such as essay/story competitions, and constant practice.

Makins, Virginia. "With a Bang - or a Whimper?" Times Educational Supplement, 6 Feb. 1976, 3166:21-24.

This article in the "Bullock plus one" series examines the results of a special TES survey of how local authorities have

reacted to the Report's recommendations. In a questionnaire sent to 108 local authorities, comments were requested on six topics: follow-up, diagnosis and screening,schools, pre-school, advisory services, and adult literacy. Many of these comments are quoted and discussed here.

Mallet, Margaret. "English in Projects: A Consideration of the English Element in Broadbased Topic Work with Special Reference to the Middle Years of Schooling." English in Education, Spring 1974, 8:13-23.

The author is mainly concerned with ten- and eleven-year-old pupils in this discussion of the English element in topic work.

Marckwardt, Albert H. "How Should the English Teacher's Attitude and Approach be Influenced by Linguistic Knowledge?" English in Education, Summer 1968, 2:4-6.

The author advances the opinion that the most important contribution linguistics can make is to convince the English teacher that the language is neither arbitrary nor chaotic. He believes the important concept to be that of "socially determined [and] patterned human behaviour," and maintains that students of this behaviour learn the possibility of analysing in a similar way the difficulties people have with language. The article also stresses the need to examine the structures of written and spoken English, to see how and where they differ, and to keep these factors in mind when dealing with pupils' writing. in addition, there is need to study what the child knows when he begins school.

Marder, Joan V. "The Bullock Report, a Language for Life: A Record of In-Service Activities in Related Fields, 1975-76." British Journal of In-Service Education, Autumn 1976, 3:18-25.

Mark, John. "Linguistics: A Course Outline for one Term Involving Four Periods a Week Study." General Studies Association Bulletin, Spring 1968, 11:51-54.

Marland, Michael. "The Making of an English Teacher - the Needs, and Contribution, of the Schools." English in Education, Summer 1968, 2:23-32.

The needs of a secondary-school teacher of English are considered in two different ways. First, the author lists and discusses some areas of knowledge and understanding needed by the teacher of English. Secondly, he discusses various abilities, roles, and skills the English teacher needs to have practised. He recommends close links between schools and training institutions, and school-based seminars.

Marland, Michael. "The Secondary Impact." Times Educational Supplement, 6 Feb. 1976, 3166:23.

This article in the "Bullock plus one" series describes some of the meetings, conferences, etc. held to discuss aspects of the Report. The author claims that some notable points in the Report have been overlooked. There is little evidence that the sections devoted to specialist English teachers are being digested although remedial departments have taken up the Report.

Martin, Nancy. "Encounters with 'Models'." English in Education, Spring 1976, 10:9-15.

In fostering children's writing this author argues for more reliance on the deliberate provision of many and varied "models." She points out that from these models children derive their notions of what writing is like and how one kind differs from another. She also cautions that they need to be confident and competent in the ways of writing with which they are confortable before they are given tasks involving more difficult kinds of writing. Impersonal transactional writing is more difficult for everyone, and opportunities for children to encounter good transactional writing are more limited, especially in secondary schools. Teachers who could find powerful informational writing for use as models would be breaking new ground.

Martin, Nancy. "Language Across the Curriculum: A Paradox and its Potential for Change." Educational Review, June 1976, 28:206-19.

This paper is primarily concerned with theoretical problems in the relationships between teaching, research, and development in language. The author points out that to arrive at a policy for language, as envisaged by the Bullock Committee, means asking fundamental questions about learning and about teaching, and this can only be done by the various subject specialists who do not generally regard themselves as concerned with language.

Martin, Nancy. "Talking About Writing: Symbolic Transformations of Experience." English in Australia, Feb. 1975, 30:9-18. ERIC EJ117423

Martin, N.C. "Training Teachers in a University Department of Education." NATE Bulletin, Autumn 1965, 2:5-9.

Martin, Nancy, et al. "Why Write?" Urban Review, Oct. 1974, 7:303-18. ERIC EJ111806

Martin, Nancy, James Britton and Harold Rosen. "Abilities to Write." New Education, Oct. 1966, 2:28-31.

Martin, Nancy, Bryan Newton and Pat D'Arcy. "Getting it Across." Times Educational Supplement, 26 Mar. 1976, 3173:19-20.

This article is mainly concerned with the problems schools have in discussing the question of language across the

curriculum, boundaries around individual subjects being very important barriers. Two progress reports from two comprehensive schools are quoted, and some instances where progress has been made are cited.

Mathieson, Margaret. "The Ideology of English Teaching." Education for Teaching, Autumn 1975, 98:22-30.

McIlwee, Kathleen. "An Approach to Language Arts in the Primary School." Teaching English, May 1974, 7:24-31.

McLaughlin, Patrick J. "Words, Alive, Alive-O. Report on a Small Language Experiment at Brunstane Primary School, Edinburgh." Teaching English, Oct. 1974, 8:31-34. [Studying different registers of language]

McLeod, Alex. "This is What Came Out." English in Education, Autumn 1969, 3:84-101.

The project described in detail here involved giving 150 fourth-form boys and girls in five schools the opportunity to write whatever they wanted to say to each other. The researchers were primarily concerned with the writer's sense of audience; the project was designed to enable the team to find out what sense of audience would be found in such writing and to get more writing in the wider audience categories. The high quality of the work done was remarkable. The team also found a large amount of the writing to be quite different from what the pupils usually do. They recommend extending and developing the idea of the peer-group audience to the point at which it merges into the wider unknown audience, and nurturing the occasional impulse to write for a single trusted adult, as means of helping children learn to write for the general public.

McPhee, Alistair. "The Language Arts in Glasgow Primaries." Teaching English, Jan. 1975, 8:28-30.

Menzies, David M. "Mixed Ability Teaching in the Early Stages." Teaching English, Oct. 1974, 8:4-10.

Merrick, Brian. "English Course Books for Secondary Schools." English in Education, Spring 1974, 8:24-34.

The author discusses the differences between course books published before and after 1963 (the year the textbook Reflections was published) and considers the main faults of such books. He concludes by speculating on the future of books for secondary English courses. At the end is a "List of Books Examined," in which those books the author believes are worth examining are marked according to a key (useful with mixed-ability groups, useful with remedial groups, etc.).

Mittins, W.H. "Modern Views of English Language." Aspects of

Education, Aug. 1966, 4:49-60.

Mittins, W.H. "What is Correctness?" Educational Review, Nov. 1969, 22:51-63.

It is convenient the author suggests to call what is "correct" in one linguistic situation and not in another "appropriateness," so that "correctness" may be reserved for the notion of conformity to a uniform general standard. In a consideration of the implications for teachers, the first recommendation is to lower the temperature of the atmosphere in which differences about usage are discussed. It is advocated (1) that linguistic non-conformity not be confused with moral degeneration, (2) that one consult the records of the past and note the practice of the present, (3) that clarity and precision be defended, but not to excess, and (4) that one accept that language changes and that change is not corruption.

Moodie, Sallie. "Open Plan Primaries and the Language Arts." Teaching English, Oct. 1975, 9:31-38.

Morris, I. "The Factor of Purpose in Grammar Teaching." English Language Teaching, Oct. 1966, 21:38-44.

The main purposes of the study of grammar at higher levels are presented as follows: (1) to establish the system and provide a terminology for describing (a) the spoken language and (b) the written language; (2) to supplement and if necessary modify the description by close and extended examination of language in action (a) in speech situations and (b) in written contexts; and (3) to pass judgement on usage as "correct" or"wrong." Each purpose is discussed in turn.

Morris, I. "The Relative Clause in Broad Perspective." English Language Teaching, May 1969, 23:246-53.

The classification of the relative clause as "restrictive" or "non-restrictive" is shown to be inadequate, since the distinction overlooks the basic and more general purpose of the relative pronoun as a linking sign which may not refer specifically to any noun. Preferable distinctions and criteria are discussed.

Moser, J.R. "Written Junior English." Aspects of Education, Aug. 1966, 4:11-23.

Muir, James. "Language in Use in Use." Teaching English, May 1975, 8:14-19.

Murray, Geraldine M. "A Kind of Harmony." English in Education, Spring 1972, 6:38-44.

After discussing advantages and disadvantages of following a particular syllabus, the author argues that consultation with

pupils can be of positive help to an English Department when it evaluates a syllabus. The article includes pupils' comments which the author sees as useful in constructing an Ideal English Syllabus for students training to be English teachers.

Murray, Geraldine. "Language in the Classroom." Use of English, Autumn 1971, 23:18-26.

A teacher here describes a series of lessons on language used with third-year classes in a grammar school. All the lessons were based on spoken English; only towards the end were ideas of the written language and of other tongues introduced. Topics covered include early language in infants; the development of thought processes; language from childhood to adulthood; accent and vocabulary; vowels and consonants; tones; and stress and pitch. The lessons were very well received, and had an unexpected effect: the standard of punctuation in written work in all the classes improved "beyond all recognition."

Newmark, Peter. "English Studies of Tomorrow?" Use of English, Winter 1965, 17:127-30.

The main propositions of the new linguistic science are outlined, and its virtues and disadvantages are considered. The author disagrees with the view of most linguists that the study of linguistics should begin in the sixth form. A "minimal essential grammar" could be produced and recommended to the schools.

Newton, Brian. "A Language for Life - or School?" Times Educational Supplement, 13 June 1975, 3133:17.

A discussion of some pupils' ideas on the role of language. A secondary school teacher's fourth- and fifth-year pupils were asked to write - only if they wanted to - on "The Importance of Language in Education." Many are quoted here.

Nicholls, John and Terry Phillips. "The Work of the Norwich/Keswick Hall Teacher Tutor: An Experiment in Co-operative Teaching, Learning and Training." Cambridge Journal of Education, Easter 1974, 4:80-88.

Nicholson, Richard. "Impersonal Writing." Use of English, Spring 1973, 24:207-11. ERIC EJ100792

Nicholson, Richard. "Impersonal Writing in Groups." English in Education, Autumn 1969, 3:29-33.

Drawing on his own classroom experience this author proposes that working on purposeful group activities can involve pupils in all kinds of writing. He maintains that if only "creative" personal writing is stressed, other kinds of writing may be seen as unimportant and dull. The author describes several projects being done by groups of five or six in a fourth-year secondary class. In each group some pupils write letters, make notes,

summarize passages of English of different kinds, read factual pieces in books and papers and extract what they need, write descriptions, give explanations, and present arguments. The author also discusses the teacher's role and the advantages of this approach.

Nicol, Ian M. "A Multi-Media Approach for Mixed-Ability Classes." Teaching English, Jan. 1975, 8:23-27.

Nicol, Ian M. "Planning Input for the Common Course." Teaching English, Jan. 1973, 6:15-18.

"The Nuffield Foundation's Educational Programme." Educational Development, Oct. 1965, 7:9-13.

O'Donnell, W.R. and Hugh Fraser. "Applying Linguistics in Mother Tongue Teaching." Teaching English. CITE Newsletter, Oct. 1969, 3:18-20 and Jan. 1970, 2:14-16. ERIC ED039220

Oliver, R.A.C. and D.G. Lewis. "Variations in Performance in a University Entrance Test in English." Brtish Journal of Educational Psychology, Feb. 1968, 38:45-52.

The performance of candidates in a university English entrance test was analysed in terms of arts/science choice in G.C.E. advanced level subjects, type of school, and size of sixth form. Arts candidates generally did better than science students, and girls generally did better than boys. A significant second-order relationship between school type, form size and sex was revealed.

O'Malley, Raymond. "Language Study in the Sixth." Use of English, Autumn 1965, 17:3-6.

The author claims that no evidence suggests that a course about the native tongue improves a child's command of it, that linguistic studies have no general claim to attention, and that Professor Quirk's syllabus is "a distraction in fact."

O'Malley, Raymond. "The Literacy of Examiners." Use of English, Winter 1965, 17:99-105.

This author argues that Tests must be designed to develop good English and good teaching. The J.M.B. Test in English is criticised and described as "vicious in its likely effect." Two comprehensive tests set by different Boards at O.L. are contrasted: the first shows good examining and good teaching, while the second is thoroughly dis-educative. As long as examiners have a superficial idea of what good English is and fail to recognise that their heaviest responsibility is to the schools they shape, the influence of external tests must be harmful.

Owen, Joslyn. "The Way Ahead." Times Educational Supplement, 13 Feb. 1976, 3167:21.

A chief education officer presents her view of the innovations and changes in practice called for by the Bullock Report. She stresses that Bullock's recommendations call for less emphasis on innovation in itself and more emphasis on the detail of teaching and learning.

Pace, C.L. "A Class 'Which?'" Use of English, Spring 1972, 23:220-22.

This article describes a class project involving the production of a class version of the consumer magazine Which? The project required a report in good, clear English, backed up with facts and figures, and coming to some reasoned conclusion. Such an enterprise provides a valuable link between the child's experience outside of school and the vital matter of learning to express himself correctly and accurately.

Paris, Robert. "The English Department in the Scottish Secondary School." Teaching English, May 1975, 8:5-9.

Parrott, F. "English as a Second Dialect." Trends in Education, June 1975, 40-44.

The article suggests that English-language teaching could be improved by using approaches adopted by teachers of English as a foreign language. The EFL teacher does not attempt to employ the futile "eradication strategy" implicit in most traditional English teaching programmes and texts. And the foreign student's self-esteem is not threatened when the teacher corrects his mistakes or describes in detail linguistic forms which are strange to him. Three "golden rules" of EFL teaching are given, with notes on their practical application. The three key concepts are purposeful contexts, exploration, and participation.

Peacock, Colin, et al. "Aspects of English." Times Educational Supplement, 17 Sept. 1976, 3198:35-46.

In "Goodbye, grammar," the first of several articles, Colin Peacock suggests that the effect grammar has on the way pupils think is more important than its effect on their language skills. Quoting Vygotsky's Thought and Language, he maintains that an aim of English teaching should be to make children aware of the structure of their own language, because this awareness has an important influence on the development of abstract, logical thinking. He recommends Language in Use on these grounds. In "Ancient and modern," Stuart Harris outlines a course for secondary-school pupils on the history of the English language, which he believes can help explain the forms of modern English and assist the student's language development.

Pearce, John and Mary Wedd. "Language for Life - Two Responses to Bullock." Use of English, Autumn 1975, 27:27-34.

In "A view from an Education Office," John Pearce gives a favourable review of the Report and summarizes some of its main points. In education offices, he claims, the diversity of the Report's implications poses problems, as it is difficult to make a coherent response, and turning a response into effective action will mean an adjustment of attitudes and redeployment of existing resources. In "A view from a Staff Room" Mary Wedd suggests some procedures for English teachers and claims that the Report sanctions this view of English teaching; however, it does not say how to deal with the difficulties of those who have been through the present system, some of whom are now teachers.

Percival, E. "The Dimensions of Ability in English Composition." Educational Review, June 1966, 18:205-12.

This article considers (1) the extent to which the elements which constitute ability in composition are co-related, and (2) the concept of "quality" as an expression of the ensuing unity. The investigations described were based on the work of 102 girls and 102 boys in the 11+ age group. The study revealed only moderate correlations between the six simple elements of composition ability and both IQ and EQ. Between the elements themselves there were no high correlations. When evaluations by "general impression" marking were correlated with the six elements, the coefficients were again low; higher correlations were obtained when the elements were grouped together for complex criteria. Skill in composition should thus be regarded and treated as a composite whole.

Percival, E. "The Nature of Ability in English Composition." Educational Review, Nov. 1965, 18:16-24.

The object of this paper is to describe the features which constitute skill in English composition and to show the extent to which they are found in a representative sample of an age group; the argument is that markers would be greatly helped if information concerning the nature of ability in composition was at their disposal. The observations are based on information gained from the construction of a quality scale of English composition. The following measures are described: number of words, sentences, co-ordinating conjunctions, subordinating conjunctions, punctuation, paragraphs, unity of structure, and stylistic features. The result is a series of relatively objective measures of essential literary skills, providing norms of performance indicating where on a continuous scale of ability any one script might fall. The author suggests that the composition norms could also be valuable both in diagnostic work and in the teaching of composition.

Perrins, J.R. "The Language of Bullock: 1. Only Connect." Use of English, Summer 1976, 27:51-54.

Concentrating on the Report's treatment of Initial Training, this article claims that there are two unharmonizing voices in Bullock. The chapter on Initial Training is a disappointment after the earlier chapters on Writing and Literature. The author contends that the popular linguistics approach, if studied too extensively, will become as arid an end in itself as the study of grammar. Language should occupy a central position in teacher-education, but "such study should be primarily based on the development of the student's own use of language, a development in which the reading and discussion of literature will play a crucial part."

Pike, Anthony J. "The Assessment of English Language for O Level." Use of English, Spring 1971, 22:229-32, 237.

The author discusses an experimental scheme introduced some years ago permitting certain Yorkshire schools to award O level grades in English language on the whole of the year's work, with no examination; and describes the impact of the scheme on one school and its teachers. He also outlines part of a typical year's assignments for one pupil.

Pincas, Anita. "Writing in Paragraphs." English Language Teaching, Jan. 1970, 24:182-85.

The patterns of paragraphs are discussed. As an example, an information paragraph is analysed. Other patterns are suggested, and common linking words are considered. The author encourages the use of models by teachers.

Pitcher, Diana. "Having Something to Say." Use of English, Summer 1966, 17:326-28.

A teacher reports that after a discussion of some newspaper headlines, she and her class of 12 to 14 year-old girls decided that there are always three ways to write: (1) to report the exact truth, (2) to make the reader like what you like, and (3) to make the reader dislike what you dislike. They then came to the conclusion that before starting to write one must ask: What do I wish to say? To whom do I wish to say it? Why do I wish to say it? Several assignments are described, with some examples of students' work.

Potter, Simeon. "Changes in Present-day English." English Language Teaching, May 1966, 20:224-31; Oct. 1966, 21:6-11.

In these articles, the author looks beyond vocabulary and pronunciation to discover whether any changes in the structure of English can be detected. Seven topics are discussed in part one: omitting the definite article, descriptive titles before names, more and most for -er and -est, spread of nouns with -s

ending, expanded forms of verbs, "to be going to" expressing future time, and the increasing use of anomalous finites. In the second part, five points are covered: the growth of phrasal verbs, phrasal verbs as nouns and adjectives, verb phrases, changes in function, and limits of functional shift. In his conclusion the author states that, on the whole, sentence patterns remain remarkably stable and uniform throughout the English-speaking world.

Powling, Chris. "The Middle School Curriculum: A Note on Language." Use of English, Summer 1975, 26:334-39.

Two problems are raised in this consideration of "language-across-the-curriculum": (1) developmental theories about people are never just that, and (2) it is crucial, intellectually, not to confuse child development and epistemology. Some of the dangers of the approach are explored.

Presland, John L. "In Search of an 'Early Teaching Grammar.'" Educational Research, Feb. 1974, 16:112-20.

The author reports that samples of written work from a primary school were analysed into "sentences" and classified into a manageable number of structural patterns which could be given labels meaningful to young children. The most common pattern was analysed further to yield sub-patterns that could be arranged into an appropriate teaching sequence. The results showed an "Early Teaching Grammar" to be feasible. Implications for further research and for practical teaching are discussed.

"Problems." Use of English, Spring 1967, 18:229-34.

Two solutions to the problem "How to improve the written work of pupils who are particularly good orally, but seem unable to express their thoughts on paper" are proposed, and three to the problem "When time is limited and classes are large, what are the most productive ways of giving back written work?"

Quirk, Randolph. "On Conceptions of Good Grammar." Didaskalos, 1971, 3:563-76.

Seven meanings of the word 'grammar' which have particular relevance for writers, scholars, and teachers of English are discussed. It is suggested that pupils should be taught to understand the many ways in which the word is used and the relations between the various meanings.

"Reading and the Use of English. ESB Contributions to Government Committee of Enquiry." Spoken English, Jan. 1973, 5:98-106.

Reid, David C. "English at Higher Grade - A Proposal for Reform." Teaching English, Jan. 1974, 7:5-7.

Rennie, John. "A Case of Overkill?" Times Educational Supplement, 13 Feb. 1976, 3167:22-23.

This article argues that the Bullock Report failed to communicate with its many audiences and criticises the length of the Report.

Richards, I.A. "Why Generative Grammar Does not Help." English Language Teaching, Oct. 1967, 22:3-9; Jan. 1968, 22:101-06.

In these two articles (extracts from Chapter IV of his forthcoming book So Much Nearer Home - Essays Toward a World English), Professor Richards presents a criticism of generative grammar, in particular Chomsky and Fodor and Katz's Structure of Language. He claims that the real task of language study should be to design "steps that will help our successors to deal more understandingly and sympathetically with linguistic needs."

Richardson, K. et al. "The Linguistic Maturity of 11-Year-Olds: Some Analysis of the Written Composition of Children in the National Child Development Study." Journal of Child Language, Feb. 1976, 3:99-115.

This study revealed only a weak association between mean T-unit length (MTUL) and composition length. No statistically significant regional differences were found in either measure. There were significant sex and social class differences in composition length but not in MTUL. Composition length was associated with Reading Comprehension, General Ability test scores, and teachers' ratings of certain scholastic aptitudes. MTUL was only slightly, if at all, associated with these measures.

Richmond, P.E. "A Comparison of Essay Grades Obtained by Science and Arts Graduates in a Department of Education." British Journal of Educational Psychology, Feb. 1968, 38:53-56.

This article reports that significant differences were found to exist between the mean essay grades of arts and science students in a university department of education; however, significant differences were also revealed between their classes of degree. When an analysis of covariance to hold degree class constant was carried out, the differences between the essay grades of the two groups became insignificant.

Rippey, Robert. "An Experiment in the Teaching of English Composition." Irish Journal of Education, Winter 1968, 2:112-26.

The experiment reported here involved students in the second and third years of high school who were taught English composition by an "errorless" or a "dialectical" method. The STEP and Composition Rating Scales were used to measure progress. Over the period of a year, significant changes occurred in the scores of both groups. There were no differences between the scores of

the two groups. The changes that occurred persisted into the fourth year for those instructed by the experimental methods in their third year, but not for those who had been instructed a year and a half earlier.

Roberts, Geoffrey R. "Writing Continuous Prose: Value of the Cyclic Process." Times Educational Supplement, 30 Apr. 1965, 2606:1317.

This article describes a method of teaching children to write continuous prose based on the cyclic process of learning advocated by A.N. Whitehead, with its three stages of romance, precision, and generalization. The author claims that treating each stage and sub-stage separately allows the children to concentrate on each part of the writing process. This gives them a feeling of security which is especially important at the primary stage.

Robson, C.B. "Coalface Blues." Use of English, Winter 1974, 26:99-101.

A discussion of some of the things wrong with English in schools.

Rogers, Sinclair. "An Oral Approach to Remedial English." Remedial Education, Nov. 1972, 7:33-35.

The thesis here is that correction and improvement by an oral method will affect writing as well as speech and that the wider range of speech forms will help the child develop a more fluent and less rigid style of writing. Individual programmes are advocated, and practical examples of oral language work are included.

Rogers, Sinclair. "The Relationship Between Speech and Writing in Secondary School Children." Cambridge Journal of Education, Lent 1973, 3:22-33. [Investigation undertaken in order to examine the need for an oral approach to remedial English]

Rosen, Connie. "Living Language." NATE Bulletin, Autumn 1966, 3:2-10. [Gives examples of writing by juniors]

Rosen, Harold. "The Professional Education of the Teacher of English." English in Education, Summer 1970, 4:58-72.

The purpose of this discussion is to demonstrate methods of teacher training that combine practice and theory with a view to formulating a coherent pedagogical theory of language. The author stresses that although there is much to be learned from linguistics, it cannot provide all the answers. Seven key questions for English teachers to ask are listed: (1) What is language and how does it work? (2) How do children develop their ability to use it? (3) What are the processes within the individual which underly language use? (4) How do we use language for ourselves (inner speech)? (5) What is the relationship

between language and education? (6) How does language work in society? (7) Is there a place for language-study in school and, if there is, what form should it take?

Rosen, Harold. "Progress in Composition in the '0' Level Year: Some Disturbing Evidence." Use of English, Summer 1967, 18:299-304.

The investigation described here produced, as a by-product, some findings which suggest that students in the G.C.E. 0 level year deteriorate rather than improve in composition. The weaker pupils deteriorated the most, while the ablest group did make some progress. The limitations of the study, which was not designed for this purpose, are discussed, and several reasonable interpretations are considered.

Rushton, James and George Young. "Elements of Elaboration in Working-Class Writing." Educational Research, June 1974, 16:181-88.

The authors conducted an experiment in which a group of sixth-form pupils and a group of young car-workers of similar age and poor educational records wrote essays on a variety of themes. The essays were analysed for characteristics of verbal usage. When essays on technical topics were considered alone, the linguistic disadvantage of the working-class subjects was wiped out. This suggests that areas of working-class language may be "elaborate" rather than "restricted," after all.

Rusk, Derek. "The Naming of Parts." Use of English, Spring 1976, 27:5-8.

The author regrets that in the rush to abandon grammar something important has been lost - the concept of language. He observes that too many teachers are afraid to teach language because they do not know where to start and because they are afraid of being dull. Rusk is convinced that (1) language has a history which should be taught; (2) different registers of English should be explored more thoroughly in the classroom; (3) an attempt must be made to provide students with the highest possible facility in the use of language (not necessarily through spelling drills and rote learning); and (4) the attitude of a pseudo-sociologist to the teaching of literature must be avoided.

St. Cuthbert's High School English Department, Johnstone. "The '0' Grade: An Alternative?" Teaching English, Summer 1976, 9:25-30.

"Selected Bibliography on the Teaching of English." Aspects of Education, Aug. 1966, 4:110-19.

Self, David. "Audio or Visual? Some Thoughts on the Motivation of Children's Writing." English in Education, Autumn 1969, 3:11-14.

Based on his experience of eight years of teaching English to the nine to thirteen age-group, this writer evaluates

various forms of motivation. The "starters" discussed include: reading aloud a short story or extract from a novel or verse; prose and verse by children; tapes, discs, and radio broadcasts; sound effects; music; television and film; still pictures; and mime and improvised drama.

Sharples, D. "Factors Affecting the Composition Performance of Ten-Year-Old Children." British Journal of Educational Psychology, Feb. 1969, 37:137-40.

This thesis abstract describes a study which examined the following factors: composition performance, composition development, attainment, interests, attitude, personality, culture, appreciation, schooling, and environment. The conclusions, which are limited by the bias of the sample toward higher social classes, indicate some of the factors affecting composition performance amongst children of average and above-average intelligence.

Sharples, Derek. "Literacy and the Curriculum." Higher Education Journal, Autumn 1968, 16:29-32. [Fears the effects of 'creative English' upon linguistic discipline]

Simon, Dorothea P. "Spelling - A Task Analysis." Instructional Science, July 1976, 5:277-302.

The author analyses a typical school spelling task in terms of an information processing model of spelling performance. Ways in which the model may be adapted to explain performance on other kinds of spelling tasks and some implications for instruction are discussed. In addition, a partially implemented computer simulation of the spelling process is described.

Sinclair, J. McH. "English Language in English Studies." Educational Review, Feb. 1968, 20:82-94.

This paper advocates placing linguistics at the centre of English studies. Grammar and associated aspects of linguistic disciplines should form the backbone of an English course; other aspects of language study, mainly literature, can be brought in once the fundamentals have been grasped. Reasons why the literary approach should be de-emphasized are discussed. The author argues that university English departments are ultimately responsible; that there has been too little liaison between these departments and the others involved in teacher-training; and that English courses in Colleges of Education are not appropriate to practical jobs in schools.

Sinclair, J. McH. "The Integration of Language and Literature in the English Curriculum." Educational Review, June 1971, 23:220-34.

This paper advances the notion that "command of a language" involves both linguistic and literary considerations, techniques and theories which are inextricably interwoven; therefore, the

teaching of the language, and the preparation of teachers to teach it, cannot be adequately informed by separate development of the approaches to language and to literature, but only by integration. Two guide-lines for planning an integrated English curriculum are: (1) In production of language, priority should be given to the functional role of language in the actual accomplishment of communicative tasks; and (2) In reception of language, the process should be viewed as involving the same skills and techniques as are assumed to operate in the child's first learning of a language.

Sinclair, J. McH. "Linguistics in Colleges of Education." Dudley Educational Journal, Winter 1973/74, 1:17-25.

Smedley, D.A. "The Excitement of Grammar." Use of English, Spring 1970, 21:238-40.

This article recommends inductive, empirical linguistic study and considers the kind of teaching which results. The author describes a lesson in which a class investigated the formation of questions in English. The teacher, he maintains, does not have to be a linguistic expert; it is essential only that he himself has undertaken such inductive study.

Smith, L.E.W. "Creative Writing and Language Awareness." English in Education, Spring 1970, 4:4-9.

Observing that English in school is more enjoyable and exciting, but no more effective, than it used to be, the author cites lack of direction as a major problem. Work in English should be structured so that it remains "creative" while enabling the pupil to ever-extend his range of language ability. Some practical suggestions with this aim in mind are presented here.

Smyth, Sydney. "English and the Curriculum." Teaching English, Oct. 1975, 9:4-8.

Sopher, H. "The Classification of Relative Clauses." English Language Teaching, May 1969, 23:254-57.

It is argued here that one should not classify relative clauses as restrictive and non-restrictive, because many relative clauses fit into either category without any significant change of meaning. Moreover, the presence or absence of a comma before a relative clause may have either grammatical or stylistic significance.

Sopher, H. "Coordinate and Subordinate Clauses - A Formal Analysis of the Traditional Classification." English Language Teaching Journal, Apr. 1974, 28:202-13.

The author concludes that traditional grammarians are right in distinguishing and, but, or, nor, yet, for, and so from other conjunctions; but that they are wrong in claiming to

classify clauses when they are classifying conjunctions, and in using the terms "dependent" and "independent" as absolute criteria for subordinate and coordinate clauses respectively.

Sopher, H. "The Elements of Clarity - An Approach to the Study of Style." English Language Teaching, Oct. 1971, 26:20-31.

The author maintains that although very little formal instruction is available in style, style can be taught. In this paper, one aspect of style - clarity - is considered under the following headings: (1) syntactic relations; (2) notational relations and patterns of thought; (3) lexical ambiguity; (4) simplicity and economy of language; and (5) concrete illustration of abstract ideas. Many examples are provided. The author believes that all aspects of style can be studied in a similar way by reducing the problem of style, as far as possible, to its concrete elements and by careful analysis of both good and bad prose.

Sopher, H. "Stylistic Choice in Verb Tenses." English Language Teaching, Oct. 1970, 25:50-59.

This discussion illustrates the operation of stylistic choice in the verb tenses. The stylistic effects are roughly classified as follows: vividness, point of view, prominence, variety, euphony.

Spencer, Ernest. "Internal Assessment or External Exam?" Teaching English, Spring 1976, 9:4-9.

Squire, James R. "Freedom and Constraint - The Scylla and Charybdis of Language Learning." English in Education, Spring 1972, 6:7-17.

After looking back to Dartmouth in 1966 and considering the changes since then, the author makes a connection between the present dialogue and the classic dialectic between freedom and anarchy on the one hand, and the forces of restraint on the other. He offers five principles on which a new programme in English could be built: (1) Integration of learning experiences with the individual is fundamental to the educative process. (2) Defining the degree of classroom freedom required for optimal learning remains an urgent priority. (3) The complexity of the learning process suggests that the teacher's interaction with the learner should vary with the nature of the learning task. (4) Ways of satisfying the individual needs of learners require continued experimentation with alternate patterns and approaches. (5) An educational system must both reflect and influence society, and in a rapidly changing society education must be prepared for radical change.

Stevens, Auriol and Stephen Crane. "James Rides Again." Times Educational Supplement, 25 June 1976, 3186:8-9.

This is a report of a meeting of the James Committee, reconvened by TES to discuss "why their words went largely

unheeded and why the crisis of teacher numbers they predicted has become a reality." What should now be done was also discussed.

Stratta, Leslie. "Some Considerations when Marking." English in Education, Autumn 1969, 3:45-56.

Prior to a discussion of marking, the author considers some aspects of the writing experience itself, referring often to Vygotsky's Thought and Language. He goes on to advocate a sympathetic approach to marking which accepts the pupil's present standard as a starting point, but always tries to raise it. He recommends that the most effective way to help each pupil is to discuss his work with him individually. Even in large classes, a teacher can see each pupil two or three times per term. Suggestions are also made about the kind of marking done away from the classroom, where selective marking is important. If numerical marking is necessary, it is often better to give two marks, one for technical control and one for contents. Ways of preventing errors and ways of handing back written work are also discussed.

Stratta, Leslie, ed. "Writing." English in Education, Autumn 1969, 3:entire issue. ERIC ED035658

Stuart-Jervis, Charles, et al. "Aspects of English." Times Educational Supplement, 20 Sept. 1974, 3095:59-70. [13 articles]

In "Writing to communicate" (p. 63), Bryan Newton reviews the "Writing across the curriculum 11-13" project, recently extended to age 16. Peter Grant's "Give them a goal" (p. 64) is a report on a year's work with the "reluctant stayers" in the fifth year and on the scheme of continuous assessment in English language.

Summerfield, Geoffrey. "A Few Exploring Words on the Training of the English Teacher." English in Education, Spring 1968, 2:4-8.

Summerfield, Geoffrey, et al. "Modern Trends in English." New Education, March 1966, 2:8-15.

Surfleet, Florence. "How we Taught Speaking and Writing." New Era, Jan. 1970, 51:13-18.

"Teaching Language." Education, 20 July 1973, 142:i-iv.

Third, Audrey. "Team-Teaching in an English Department." Ideas, July 1975, 31:23-25.

Thomas, Glyn. "The Process of Writing." English in Education, Winter 1972, 6:74-81.

This article, which the author calls his "contribution regarding the cognitive processes involved in writing," offers theoretical support to criticism of the kinds of writing tasks common in

schools, and is largely concerned with the concept of audience. In the discussion of audience the ideas of G.H. Mead pertaining to reflexive thinking are introduced to show how even the process of thinking is inhibited when the writer perceives that the reader wants a rehash of his own attitudes. Advocating that teachers encourage activities in which pupils can share their writing with trusted peers, the author describes a project which his own class of fourteen-year-olds found enjoyable and satisfying, in which they wrote stories for their younger siblings. In a situation where the conventions were long-established and secure, they could give full attention to the real relationship with the audience.

Thornton, Geoffrey. "'Language in Use' - and After." Spoken English, Sept. 1974, 7:115-17.

Toman, John. "'Language in Use': The Discussion Continued." Part 1. Teaching English, Spring 1976, 9:19-22.

Toman, John. "'Language in Use': The Discussion Continued." Part 2. Teaching English, Summer 1976, 9:18-22.

Tomori, S.H.O. "Landmarks in the Formulation of Grammatical Theory of English." West African Journal of Education, Oct. 1968, 12:185-91; Feb. 1969, 13:15-20; Oct. 1969, 13:126-28.

Torbe, M. "Writing and the 'Subject'." Use of English, Winter 1972, 24:136-45.

The point of view expressed here is that subject-centred writing is rarely conducive to genuine interaction with learning for most children. The author discusses the educational system which forms teachers and describes the difficulties for children of writing in styles and registers considered appropriate for different subjects. Examples of student writing are given to illustrate the thesis that when pupils are allowed to pursue ideas in their own way, letting the shape of the writing be controlled from within rather than following external constraints of form, style, and relevance, they gain confidence in their abilities and have an increased capacity for learning.

Torbe, M. and D.M. Wallerstein. "General English in a Primary College of Education." Use of English, Winter 1971, 23:134-42.

The subject here is the problem of finding an approach to English teaching suitable for students who will teach in primary schools.

Trigg, Stanley. "The Mother Tongue and Thinking in the Junior School." Education for Development, Oct. 1973, 2:15-22.

Trinder, P.W. "Good Old English." Teacher in Wales, 5 Dec. 1969, 10:7,9.

Tunnicliffe, Stephen. "Resources for English Teaching: An Empiric Approach." Use of English, Summer 1975, 26:340-45, 352.

The author discusses resources in general, then considers the need for different kinds of English teaching materials to support changed responsibilities, defines the kinds of materials needed, and suggests some of the sources already available. He focuses ultimately on the Cambridge Resources for English teachers.

Tunnicliffe, Stephen. "Rowe's English." Use of English, Summer 1976, 27:39-43.

This is a critical discussion of English for Living, 1-3 and English Teaching and its Contribution to Secondary Education by Albert Rowe. The author laments that Rowe has abandoned literature for "social relevance" and that his course reinforces the dominance of the teacher.

Uglow, P.L. "Assessing C.S.E. Essays." Use of English, Summer 1970, 21:329-35.

This paper describes what one English Panel offered to its Examining Board as an adequate method of assessing English compositions. The mnemonic used is C.S.E.M. (Content, Structure, Expression, Mechanics). The panel tried to define what constitutes very good and average essays; their descriptions are provided in the C.S.E.M. framework. Following these are three essays representative of what the panel thought to be (A) average, (B) below average, and (C) above average, accompanied by the C.S.E.M. analyses.

Wagner, Geoffrey. "Media and the Teaching of English." Use of English, Spring 1970, 21:204-07.

This paper stresses the importance of language as the method by which we organize knowledge.

Walker, Ralph G. "Written Work and its Objectives: Attitudes to Written English in School." Journal of Curriculum Studies, Nov. 1972, 4:110-19.

The purpose of this study was to distinguish significant factors affecting pupils' writing. The author concludes that writing in secondary schools is viewed predominantly by teachers as a means of gaining feedback on what they have taught and that teachers tend to regard written work in terms of a "finished product." Such views affect the teachers' attitudes to the writing tasks they set and their evaluation of them, and also affect the pupils' expectations of what and how they are to write. A less rigid attitude is recommended. Children must give the knowledge they meet in schools personal significance before they will be able to

handle a subject adequately in objective and impersonal terms.

Walshe, R.D. "Write With Your Class!" English in Australia, Aug. 1974, 28:17-20. ERIC EJ110691

Waters, Linda. "Ann is Spastic." New Society, Sept. 1972, 21:554-55. [Difficulties of taking an English language O-level examination]

Watson, Denis. "Children's Writing in Transition." English in Education, Autumn 1969, 3:79-83.

In this report on a one-day conference organised by the Yorkshire Regional Committee of N.A.T.E., the author refers to statements by Nancy Martin, D.N. Hubbard, S. Cook, and I. Slater. Referential and poetic uses of language are discussed.

Watts, John. "'A Language for Life' - A Comment on the Bullock Report from the National Association for the Teaching of English (NATE)." English in Education, Winter 1975, 9:8-10.

The author lists six areas in which NATE had advocated policies along the lines adopted by Bullock, eight aspects of the Report welcomed by NATE, and ten concerns arising from the Report to which NATE should consider turning its attention.

Whitehead, Frank, "The Next Stage." English in Education, Summer 1967, 1:4-6.

Whitehead, Frank. "The Teaching of English in Great Britain: An Annotated Bibliography." English in Education, Spring 1967, 1:74-79.

Widdowson, H.G. "A Linguistic Approach to Written Communication." Use of English, Spring 1972, 23:206-11.

This article considers some of the principal features of written communication and draws out some of their pedagogical implications. The author points out that until the child is taught how to read, his concept of language is one of reciprocal exchange; reading, therefore, represents a different form of communication altogether. Vocal reading thus may be an attempt to make reading reciprocal, in a period of adjustment to a new mode. Moreover, creative writing (in which the child is essentially addressing himself) can be regarded as the productive analogue of vocal reading. The author suggests that the task of the teacher of writing is to introduce his pupils to situations which involve them in non-reciprocal communication, which entails developing their awareness of the nature of social roles.

Wiener, Susan, et al. "English in School - and Before." Times

Educational Supplement, 19 Sept. 1975, 3146:43-54.

In "Reflections on Bullock," the first of fourteen articles, Susan Wiener considers the impact of the Bullock Report on one London borough. She found that not enough use was being made of the Report, mainly because of the lack of resources.

Wight, Jim. "Language Through the Looking Glass." Ideas, July 1975, 31:13-19. [The place of structured language activities in the curriculum, with special reference to the Language for Learning materials developed by the Centre for Urban Educational Studies]

Wight, Jim. "Speech Acts: Thought Acts." Educational Review, June 1976, 168-79.

This paper suggests reasons why the exploration and description of language-function are rewarding and rich in implication for English teaching. The language-function models of Halliday, Tough, and Britton are discussed. Language-function provides an analysis of classroom language interaction which should contribute to an understanding of the teacher's role and suggest new or modified strategies. The author claims that there is need for an integrated schema of psycholinguistic functions which will make connections between communicative and cognitive processes.

Wilkinson, Andrew. "Accidence May Never Happen - But Syntax Will." Teacher, 15 Nov. 1974, 25:10.

The author asks what is meant by the expression "good at English," pointing out that it means different things to different people. After distinguishing between "competence" and "performance" in language, he discusses the concept of "communicative competence," which refers both to one's knowledge of language and to the ability to use it.

Wilkinson, Andrew. "English and the Training of Teachers." Universities Quarterly, June 1966, 20:275-83.

The general patterns of teacher-training in England are described, followed by a consideration of the particular qualities which should be possessed by the English specialist. The English teacher must have the ability to verbalize his experience, must be aware of the nature of the creative process, must know about language, and above all must be knowledgeable about and sensitive to literature. Some potentially dangerous roles assumed by some teachers are also described. The author suggests that a course entitled Language, or Communications, which would have psychological, sociological, linguistic, anthropological, and philosophical references, but would essentially be a study of contemporary language in use, could be the central synthesizing agent for the various studies now taught under the name of education.

Wilkinson, Andrew. "Programmed English." Use of English, Spring 1965, 16:192-96.

This discussion looks at the nature of programmed learning and considers its possibilities and limitations. The author describes the American English programmes and the first British one. He maintains that programmes for particular teaching or remedial work can be useful, but that complete courses would be deadening.

Wilkinson, Andrew. "Writing Means Making an Imaginative Leap into the Other Person's Mind." Teacher, 6 Dec. 1974, 25:7.

After discussing the differences between written and spoken English, the author states that we must take into account someone's spoken language before judging him good at English. He concludes his consideration of "communicative competence" by discussing four qualities we should look for: the ability to make an imaginative leap into one's listener's mind so as to choose language that has meaning for that person; the ability to choose with discrimination from his stock of words and phrases which is the best word to put next to the other; the ability to use language to carry out a variety of functions; and the ability to use language in a variety of situations.

Williams, D. Geraint. "English - Some New Ideas." Teacher in Wales, 15 July 1966, 6:7-8.

Williams, Sandra. "Exploring the Language of Persuasion." English in Education, Winter 1972, 6:10-14.

This article describes a series of lessons for a lower sixth-form class studying the language used in television advertisements.

Wilson, Raymond. "Linguistics and Standards." Use of English, Spring 1967, 18:243-46, 252.

The author argues that linguists are much less detached in their attitudes to change than their pride in their scientific objectivity would suggest. Wilson maintains that although linguistic science has much of value for the teacher, the theory of linguistic equality radically opposes what most English teachers are trying to achieve. To call all registers and all Englishes equal is to "confuse values with facts and being with function." He poses the question: If English were evolving into Orwellian Newspeak, would English teachers agree that it is no part of their job to stop changes in language habits, and proceed to help their students to adapt their language habits to the new situation?

Wingfield, R.J. "Five Ways of Dealing With Errors in Written Composition." English Language Teaching Journal, July 1975, 29:311-13. ERIC EJ120983

Wood, R. and B. Quinn. "Double Impression Marking of English Language Essay and Summary Questions." Educational Review, June 1976, 28:229-46.

Impression marking by pairs of markers is shown to be more reliable than single marking. The pairing can evidently be done as well by random means as by attempts at calculated matching. It is also concluded that a pupil's result would probably be no more affected by a switch from analytic to impression marking than if he or she were to be marked by one examiner rather than another.

Young, H.W. "Linguistics and Grammar: An Introduction to a Bibliography." Educational Review, Feb. 1966, 18:92-109.

The author contends that Teachers of English must be aware of what linguistic research has elicited about the structure of the language, and that some practising teachers must sift and reformulate the new linguistic knowledge in terms that will be practicable in the classroom. This paper, which precedes a bibliography of recent work in linguistics, attempts to indicate the scope of the subject under the following headings: (1) The Scope and Development of Linguistics; (2) Traditional Grammar: Underlying Assumptions; (3) The New Grammar; (4) Grammar and Linguistic Philosophy; and (5) Linguistics Today.

Young, Wilfred. "Books on Linguistics for the Secondary School Library." School Librarian, Dec. 1967, 15:285-92.

Young, Wilfred. "Linguistics and English Teaching: A Prefaced Bibliography." English in Education, Spring 1967, 1:66-72.

BRITISH MONOGRAPHS, REPORTS AND PAPERS

Aberdeen College of Education (Scotland). English for Mixed Ability Classes in the Common Course: Some Suggestions for the Designing of Programmes and for the Structuring of a Session's Work. 1974. ERIC ED117696

Barnes, Douglas. From Communication to Curriculum. London: Penguin, 1976.

> This book argues that the learner should take part more fully in the formulation of knowledge and that an adequate curriculum theory should therefore utilize an interactive model of teaching and learning. The author stresses the importance of exploratory (as opposed to "final draft") language and of hypothetical and reflexive modes of thought; he also discusses the important role to be played by talk and writing in converting "school knowledge" to "action knowledge." Chapter Five, "Transmission and Interpretation," describes a study made of teachers' attitudes to written work which showed that writing as a means of recording or memorizing is too often emphasized at the expense of writing as a means of learning. To support his contention that better learning will result if teachers plan for uses of language that will contribute to learning, the author includes a chapter on learning in small groups and an appendix on setting up such groups.

Barnes, Douglas, James Britton and Harold Rosen. Language, the Learner and the School. Penguin Papers in Education. Harmondsworth: Penguin, 1969. ERIC ED030643

Bernstein, Basil. Class, Codes, and Control, Volume 1: Theoretical Studies Towards a Sociology of Language. London: Routledge & Kegan Paul, 1971. Tate, pp. 289-90

Bernstein, Basil. Class, Codes and Control, Volume 2: Applied Studies Towards a Sociology of Language. London: Routledge & Kegan Paul, 1973. Tate, p. 290

Britton, James, et al. The Development of Writing Abilities (11-18). Schools Council Research Studies. London: Macmillan, 1975.

> This is a report of the Schools Council Project on Written Language of 11 to 18 Year Olds (1966-71), which included a study of over 2,000 scripts, in all subjects, from 65 schools. The aim of the project was to produce a developmental study of the processes by which the written language of children becomes differentiated into kinds of written discourse appropriate to different purposes. The researchers explored two dimensions: function and audience. Included in this report is a chapter on the process of writing. Other sections discuss the concepts of audience and function, define the

classifications and categories related to each, and present the results of the study. These results revealed a dominance in school writing of the teacher audiences, in particular that of the teacher as examiner, and of transactional writing.

Britton, James. "English in the Curriculum" in The Space Between - English and Foreign Languages at School: Papers from a Conference on Language in the Middle Years of Secondary Education Held at the Manchester Teachers' Centre, 20-22 November 1973. London (63 High Holborn, WC1R 4NT): Center for Information on Language Teaching and Research, 1974, pp. 35-45

Britton, James et al, eds. Handbook for English Teachers: 2 Talking and Writing. London: Methuen Educational, 1967.

Both theoretical studies and practical methods are discussed in this collection, which includes the following papers: an Introduction by James Britton; "Language Learning" by Bruce Pattison; "The Speaker" by Britton; "Doing, Talking and Writing in the Primary School" by Christine Schiller; "All in the Day's Work" by Connie Rosen; "Talk in the Secondary School" by Simon Clements; "Exploring Writing at the Secondary Level" by M. Brooke Gwynne and P. Gurrey; "Experiment in Writing" by Emmeline Garnett; "Stages of Progress in Language" by N.C. Martin; "Social Background and the Teaching of English" by Denis Lawton; "Linguistics and the Teaching of English" by M.A.K. Halliday; "Language Study for the Sixth Form" by Patricia Creek; "The Language of Textbooks" by Harold Rosen; "English Language Examinations" by Harold Rosen and Vincent Whitcombe; and "Chapter and Verse," which contains selections of children's writing.

Britton, James. Language and Learning. London: Penguin Books Ltd., 1970. ERIC ED052217

Britton, James. The Role of Language in Learning in the Elementary School. Paper presented at the 2nd national conference of the U.S. Office of Education Tri-University Project in Elementary Education, New Orleans, Louisiana, February, 1968.

Bullock Report. A Language for Life. London: H.M.S.O., 1975.

Burgess, Carol, et al. Understanding Children Writing. Penguin, 1973.

This anthology of children's writing attempts to increase the reader's understanding of how writing abilities develop and of the range of different kinds of writing. Tony Burgess's introduction discusses the processes as well as some of the difficulties involved in writing, and his comments accompany many of the selections. The first three sections - "Kinds of Writing," "Sharing Experience," and "Handling information" - illustrate some of the directions writing may take. Part Four presents the writing of four pupils, aged 7, 9, 14 and 17, in

order to illustrate "something of the way children develop as writers," while Part Five deals with "Difficulties." The pieces in Part Six, "Contexts," are set more fully in the contexts in which they were written and include accounts of the teachers' purposes and roles.

Centre for Information on the Teaching of English, Edinburgh (Scotland). Experiments with Themes: Reports on the Thematic Approach to Literature Teaching. 1972. ERIC ED064741

Clegg, A.B. ed. The Excitement of Writing. London: Chatto and Windus, 1967. ERIC ED023664

Currie, William B. New Directions in Teaching English Language: A Discovery Approach. Applied Linguistics and Language Study Series. London: Longmans, 1973.

The author discusses theories and techniques related to mother-tongue language courses; and he suggests curriculum changes based on "the need to develop a deeper cultural awareness in pupils of the use of language in society." A history of the school grammar debate in Britain, a discussion of new directions in linguistics, and a consideration of the relations between linguistic theory and education practice are provided. Other topics treated include initial language learning, discovery learning, and "rhetoric in a new key." Finally, the author discusses the thinking behind the writing of Discovering Language II (a discovery course in the English language); he outlines the course plan, includes sample lessons, and describes how the materials were tested.

Dixon, John. Criteria of Success in English. Urbana, Ill.: National Council of Teachers of English. ERIC ED054175

Dixon, John. Growth Through English. A Report Based on the Dartmouth Seminar 1966. London: Oxford University Press, 1975. ERIC ED014491

Doughty, Peter. Language, "English" and the Curriculum Schools Council Programme in Linguistics and English Teaching. London: Schools Council, 1974. ERIC ED099893

Doughty, Peter, and Anne Doughty. Language and Community. Explorations in Language Study. London: Arnold, 1974. ERIC ED108253

Doughty, Peter, John Pearce and Goeffrey Thornton. Exploring Language: Schools Council Programme in Linguistics and English Teaching. London: Arnold, 1972.

Doughty, Peter, and Geoffrey Thornton. Language Study, the Teacher and the Learner. Explorations in Language Study. London: Arnold, 1973.

Part I of this study consists of 5 chapters on "The Concept of Language Study" by Peter Doughty. He defines the need for Language Study and considers the effects of social diversity and a changing society on the individual, school, and curriculum. The notion of a linguistic perspective is explored, as is the relation between Linguistics and Language Study. The primary need, the author claims, is "to modify the folk-linguistic perspective of teachers and learners ... and encourage the development of a linguistic perspective that is properly reflexive." He then sets out a theoretical basis for Language Study and discusses some possible course components, areas of concern, and objectives. Part II consists of "A Guide to Reading in Language Study" compiled by Geoffrey Thornton.

Doughty, Peter, John Pearce and Geoffrey Thornton. Language in Use. London: Arnold.

Flower, F.D. Language and Education. London: Longmans, 1966.

The author of this book draws on the writings of experts in several different fields in his discussion of the role of language in education. He examines the origins of speech, the nature and functions of language, and language as a form of behaviour. The conceptual teaching approach he develops stresses this behavioural aspect and emphasizes the importance of audience and context. Chapters are devoted to business English and the language of science as well as to the teaching of grammar, "good" English, and the examining of English. The influence of students' social and cultural backgrounds is also examined. The Appendix contains some examples of contextual teaching of English.

Fraser, Hugh and W.R. O'Donnell, eds. Applied Linguistics and the Teaching of English. London: Longmans, 1969.

Gurrey, P. The Teaching of Written English. London: Longmans, 1954.

The theoretical core of this work contains seven chapters on four major and three subsidiary principles concerning the teaching of written English; these are the principles underlying the methods recommended later for use in the classroom. The main principles are: (1) Expression is closely related to Experience, (2) Purpose is the source and sustaining impulse of Expression, (3) Interest provides attention and staying power, and (4) A clearly focused Aim gives direction and certainty. The subsidiary principles are: (1) The pupils' personal responsibility for their own writing should be developed, (2) Positive encouragement is needed to foster confidence, and (3) Constant practice is essential. Later chapters deal with methods and provide specific examples and suggestions. Two chapters are devoted to principles and methods related to upper school composition.

Halliday, M.A.K. Explorations in the Functions of Language. London: Edward Arnold, 1974.

Hansen, I.V., ed. A Year's Turning: Young People Writing. London: Arnold, 1970. ERIC ED055082

Harpin, William S. The Second 'R'; Writing Development in the Junior School. London: George Allen & Unwin, 1976.

The study of writing development in the junior school which inspired this book attempted to fulfil four interrelated objectives: (1) to study the language resources displayed in writing by children of widely differing abilities and to follow the order and manner of development of those resources over a two-year period; (2) to try to explain observed differences by reference to elements in writing situations; (3) to try to estimate the influence of the wider social context on this development; and (4) to derive suggestions for more effective educational practice in developing written language skills and in recognising and overcoming difficulties in writing. Three hundred children between 7.0 and 9.11 years of age and 6,600 pieces of their writing were involved in the study. In describing the findings of the project the author addresses himself to the following topics: the purposes of writing, a subject which leads to a survey of the history of writing in schools in England from the Middle Ages to the present and a consideration of speech and writing; varieties of writing, a chapter in which he examines writing classification systems; language and writing development, including a discussion of methods of systemtically describing writing and an account of influences on language development; contexts for writing; writing programmes; and the difficulties of writing. The conclusion contains a list of seven "unanswered questions" which are offered for consideration.

Holbrook, David. English for Maturity: English in the Secondary School. Second Edition. New York: Cambridge University Press, 1967. ERIC ED026399

Langan, Charles. Anthological Project: Newspaper, 1st April 1984. Edinburgh, Scotland: Centre for Information on the Teaching of English, 1969. ERIC ED034753

Langdon, Margaret. Let the Children Write: An Explanation of Intensive Writing. London: Longmans, Green, 1961. ERIC ED025512

Mackinlay, Eileen. The Shared Experience. London: Methuen Educational Ltd., 1970. ERIC ED048276

Martin, Nancy, et al. Writing and Learning Across the Curriculum 11-16. London: Ward Lock Educational, 1976.

In this work Nancy Martin and her colleagues explore the practical implications of the Writing Across the Curriculum

research project. After summarising the findings of the project, especially with respect to audience and function in writing, the authors turn to a discussion of the function of talk, talk in the classroom, the usefulness of taped talk, and the relationship between talk and writing. In the following section the focus is on ways that teachers can encourage pupils to make sense of new information. The importance of writing that is poetic in function, in all subjects, is also considered. In the final chapter the authors discuss the writer's view of himself, the writer's sense of audience, assessment and criticism, the role of everyday language in learning, tracking the development of good transactional writing, and changes in notions of progress in learning and language. Throughout the book there are many samples of student writing.

Mason, W.H. For Teachers of English. Oxford: Basil Blackwell, 1964.

Mattam, Donald. The Vital Approach: Comment on the Teaching of English to Pupils Between the Ages of 8 and 15. Second Edition. New York: Pergamon Press, 1973. ERIC ED083589

O'Donnell, W.R. and Hugh Fraser. Applying Linguistics in Mother Tongue Teaching. Edinburgh, Scotland: Centre for Information on the Teaching of English, 1970. ERIC ED039220

Palmer, Frank. Grammar. Middlesex, England: Penguin Books, 1976. Review Article

Quirk, Randolph. The Use of English. New York: St. Martin's Press, 1968.

Quirk, Randolph and Sidney Greenbaum. A University Grammar of English. London: Longman Group Limited, 1973.

Roberts, Geoffrey, R. English in Primary Schools. London: Routledge & Keagan Paul Ltd., 1972

Robinson, Ian. The Survival of English: Essays in Criticism of Language. Cambridge: Cambridge University Press, 1973. ERIC ED088061

Rosen, Connie and Harold Rosen. The Language of Primary School Children. Schools Council Project on Language Development in the Primary School. London: Penguin Books Ltd., 1973. ERIC ED085770

Rosen, Harold. Language and Literacy in our Schools: Some Appraisals of the Bullock Report, 1975. London: University of London Institute of Education, 1975

Schoenheimer, H.R., ed. English in Australian Secondary Schools. Melbourne: F.W. Cheshire, 1972. ERIC ED082237

Shayer, David. The Teaching of English in Schools 1900-1970. Boston, Mass.: Routledge & Kegan Paul, 1972. ERIC ED067698

Smith, L.E.W. Towards a New English Curriculum. Dent, 1972

Soni, N.C. An Investigation into the English Composition Work of Secondary School Children. Baroda: Faculty of Education and Psychology, University of Baroda, 1965

Stratta, Leslie, ed. Aspects of Language. England: National Association for the Teaching of English, 1972. ERIC ED079743

Stratta, Leslie. Some Current Language Concerns in the Teaching of English in the United Kingdom. Paper presented at the annual meeting of the National Council of Teachers of English, Philadelphia, Penn., 1973. ERIC ED097671

Stratta, Leslie, John Dixon and Andrew Wilkinson. Patterns of Language: Explorations of the Teaching of English. London: Heinemann Educational Books, 1973. ERIC ED087009

Summerfield, Geoffrey, ed. Creativity in English: Papers relating to the Anglo-American Seminar on the Teaching of English, (Dartmouth College, New Hampshire, 1966). The Dartmouth Seminar Papers. [Urbana], Ill.: National Council of Teachers of English, 1968. ERIC ED021831

Summerfield, Geoffrey. Topics in English for the Secondary School. London: B.T. Batsford, 1965. ERIC ED023689

Thodey, Peter. New Grammar or No Grammar: New Descriptions of English. English in Australian Secondary Schools. Cheshire, 1972.

> After presenting a case against traditional school grammar and recommending that it be abandoned as a basis for teaching, the author considers two of the newer grammatical systems, the Structural and the Transformational-Generative, and their classroom applications. He concludes that the teaching of grammar derived from any of the three systems is ineffectual for improving performance in written English. He goes on to advocate two positive teaching goals: an awareness of manners in language, and the development of a sharper, more critical awareness of the multiple uses of language. He stresses, finally, that teachers must be better trained and that they should be knowledgeable about those grammars which they choose not to teach their students directly.

Torbe, Mike and Robert Protherough, eds. Classroom Encounters: Language and English Teaching. London: Ward Lock Educational, 1976.

> This book reprints fourteen articles, some of them revised,

which were previously published in the journal English in Education. The editors' introduction focuses on the changes in English teaching in the last fifteen years. The five articles in the first section, "Learning from the Children," deal with the pupils' talking and writing, while Part Two, "Learning from Experience," deals with the Teacher's activity. Part Three contains three papers on language theory; and the final piece, "Self-chosen Work in the Mixed-ability Class," describes the practice of one experienced teacher. The book includes a brief introduction to each section, and twelve pages of "Suggested Reading."

Walsh, J.H. Teaching English to Children of Eleven to Sixteen: An Account of Day-to-Day Practice. London: Heinemann, 1965.

This book is divided into three parts, containing six chapters on Writing, five on Reading, and three on "Miscellaneous Matters." The first three chapters are devoted to the work of younger children and focus on three types of writing: stories; accounts and reports; and "experiences." Chapter 4, "Improving Their Work," includes discussions of marking and of group criticism and correction. Chapters 5 and 6 are partly concerned with ways of making the transition from juvenile to more grown-up writing and with the changes in the older children themselves. The author discusses the different types of writing expected of older pupils and stresses the importance of the preparatory lesson. Practical suggestions and many examples of pupils' writing are provided along with the author's comments. The third part of the book contains discussions of spelling, punctuation, and grammar.

Whitehead, Frank. Creative Experiment: Writing and the Teacher. London: Chatto and Windus, 1970.

Whitehead, Frank. The Disappearing Dais: A Study of the Principles and Practice of English Teaching. London: Chatto & Windus, 1966. ERIC ED024688

Wilkinson, Andrew. The Foundations of Language; Talking and Reading in Young Children. Oxford Studies in Education. London: Oxford University Press, 1971. ERIC ED052197

Wilkinson, Andrew. Language and Education. Oxford Studies in Education. London: Oxford University Press, 1975.

The author believes that this book in many ways complements his Foundations of Language. Part 1 deals with the following topics: Communication; Language functions; Language and thought; Language and learning; Acquisition of language; and Development of language. Part 2 presents "papers and materials for further work" on each topic introduced in the first section. This material includes samples of everyday language as well as extracts and even whole articles by experts such as Vygotsky, Chomsky, Sapir, Britton, Jakobson and Whorf, along with

comments and questions by Wilkinson.

Wilkinson, Andrew. Spoken English. Occasional Publications, No. 2. Birmingham University: Department of Education, 1965.

Williams, Jeanette T. 'Learning to Write, or Writing to Learn?' NFER Publishing Company Ltd., 1977.

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Adams, Dale T. "Not Back to the Pedagogenic Basics." College Composition and Communication, Oct. 1976, 27:264-67. ERIC EJ146296

Adams, Dale and Robert Kline. "The Use of Films in Teaching Composition." College Composition and Communication, Oct. 1975, 26:258-62. ERIC EJ135932

Alexis, Gerhard T. "Language and Composition: Does the Subject Matter?" Minnesota English Journal, Jan. 1968, 4:32-38. ERIC ED021828

Allen, Lee E., ed. "Composition." The Leaflet, Entire Issue Spring 1975, 54:1-40. ERIC ED119206

Allen, Walter P. "Using Word Groups in Correcting Compositions." College Composition and Communication, Dec. 1975, 26:379-83. ERIC EJ137910

Alley, Alvin D. "Guiding Principles for the Teaching of Rhetoric." College Composition and Communication, Dec. 1971, 25:374-81. Larson, 1973-74

Allington, Richard. "Sustained Approaches to Reading and Writing." Language Arts, Sept. 1975, 52:813-15. ERIC EJ135882

Andrews, Katherine A. "New Concepts in Composition." English Journal, Jan. 1969, 58:96-101. ERIC EJ000336

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Applebee, Roger K. and James R. Squire. "National Study of High School English Programs: A Record of English Teaching Today. A School for all Seasons." English Journal, Mar. 1966, 55:273-90. ERIC ED026357

Archer, Stanley. "Four Focal Points in the Teaching of Composition." Journal of English Teaching Techniques, Winter 1971-72, 4:14-18. ERIC EJ052606

Baden, Robert. "College Freshman Can't (?) Write." College Composition and Communication, Dec. 1974, 25:430-33. Larson, 1973-74

Baden, Robert. "Pre-Writing: The Relation Between Thinking and Feeling." College Composition and Communication, Dec. 1975, 26:368-70. ERIC EJ137908

Badger, Andrew. "Folklore: A Source for Composition." College Composition and Communication, Oct. 1975, 26:285-88. ERIC EJ135938

Bain, Robert. "Journalism and Composition." Freshman English News, Spring 1975, 4:1-3. Larson, 1975

Bain, Robert. "Reading Student Papers." College Composition and Communication, Oct. 1974, 25:307-09. Larson, 1973-74

Ball, Donald. "ETS'S English Composition Test." Virginia English Bulletin, May 1970, 20:12-19. ERIC ED045629

Baron, Dennis E. "Non-Standard English, Composition, and the Academic Establishment." College English, Oct. 1975, 37:176-83. Larson, 1975

Bartz, Fredrica K. "Digging In: Getting Students to Use Detail." Exercise Exchange, Spring 1974, 18:8-9. ERIC EJ112355

Basgall, Richard J. "On Teaching Relationships." College English, Jan. 1975, 36:552-54. ERIC EJ110835

Baum, Joan. "On the Teaching of Freshmen English: Notes of a Retrenching Radical." Freshman English News, Winter 1973, 1:3-4. ERIC EJ074159

Beach, Richard W. "A Rhetoric of Covert Rehersal." English Journal, Jan. 1973, 62:126-31. ERIC EJ074152

Beach, Richard. "Self-Evaluation Strategies of Extensive Revisers and Nonrevisers." College Composition and Communication, May 1976, 27:160-64. Larson, 1976

Bellas, Ralph A. "Staffroom Interchange: Workshop Sessions in English Composition." College Composition and Communication, Oct. 1970, 21:271-73. ERIC EJ029184

Bennett, John H. "Writing and My Own Little Postage Stamp of Native Soil." English Journal, Apr. 1973, 62:579-86. ERIC EJ084291

Beringause, Arthur F. "Reading Improvement for College Students." The CEA Critic, Nov. 1965, 28:4-6. ERIC ED032343

Berke, Jacqueline. "A Defense: One Response to the Cincinnati Conference." College Composition and Communication, Oct. 1971, 22:251-55. ERIC EJ046690

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Berthoff, Ann E. "Reclaiming the Imagination." Freshman English News, Winter 1975, 3:13-14. Larson, 1975

Bhatia, Sugan C. and Aban Tavadia Bhatia. "Teaching Writing Beyond the Sentence Level." Modern English Journal, Feb. 1973, 4:18-27. ERIC EJ073515

Blake, Howard. "Written Composition in English Primary Schools." Elementary English, Oct. 1971, 48:605-16. ERIC EJ046934

Blake, Robert W. "Assessing English and Language Arts Teachers' Attitudes Toward Writers and Writing." The English Record, Summer/ Autumn 1976, 27:87-97. Larson, 1976

Bleich, David. "Motives and Truth in Classroom Communications." College Composition and Communication, Dec. 1975, 26:371-78. Larson, 1975

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Blount, Nathan S. "Bibliography of Research in the Teaching of English." Research in the Teaching of English, Spring 1970, 4:102-24. ERIC EJ022112

Bond, Charles A. "A New Approach to Freshman Composition: A Trial of the Christensen Method." College English, Mar. 1972, 33:623-27. ERIC EJ052571

Borgh, Enola M. "The Case for Syntax." Elementary English, Jan. 1965, 42:28-34. ERIC ED036504

Bowers, Thomas A. "Teaching Tips: Better Way Found to Mark Papers in Writing Course." Journalism Educator, Apr. 1973, 28:22-26. ERIC EJ075533

Braddock, Richard. "English Composition." Encyclopedia of Education Research, 4th ed. (London: The Macmillan Company, Collier-Macmillan Ltd., 1969), pp. 443-61. ERIC ED030662

Braddock, Richard. "The Frequency and Placement of Topic Sentences in Expository Prose." Research in the Teaching of English, Winter 1975, 8:287-302. ERIC EJ115737

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Brandt, Larry G. "The Spinners: An Articulation of the Curriculum." English Journal, Oct. 1969, 58:1064-70. ERIC EJ008888

Brett, Sue M., ed. "Project English Notes." English Journal, Sept. 1964, 53:465-69. ERIC ED036500

Briand, Paul. "Staffroom Interchange: Turned On: Multi-Media and Advanced Composition." College Composition and Communication, Oct. 1970, 21:267-69. ERIC EJ027801

Briscoe, Gail Fisher. "Using Journals with 'Slow' High-School Learners." Arizona English Bulletin, Winter 1973, 16:135-38.

Brokowski, William W. "A Composition Strategy that Worked." English Journal, Oct. 1970, 59:984-86. ERIC EJ026541

Brooks, Phyllis. "Mimesis: Grammar and the Echoing Voice." College English, Nov. 1973, 35:161-68. ERIC EJ089312

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Bruffee, Kenneth, A. "Collaborative Learning: Some Practical Models." College English, Feb. 1973, 34:634-43. Larson, 1973-74

Bryant, Paul T. "A Brand New World Every Morning." College Composition and Communication, Feb. 1974, 25:30-33. ERIC EJ091198

Buckman, Linda K. "English Teaching: Hoax of the Century?" Clearing House, Mar. 1973, 47:413-16. ERIC EJ074778

Budz, Judith and Terry Grabar. "Tutorial Versus Classroom in Freshman English." College English, Mar. 1976, 37:654-56. ERIC EJ146329

Burling, Robbins. "An Anthropologist Among the English Teachers." College Composition and Communication, Oct. 1974, 25:234-42. ERIC EJ105746

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Cain, Betty. "Discourse Competence in Nonsense Paralogs." College Composition and Communication, May 1973, 24:171-81. Larson 1973-74

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Capps, Barbara H. "The Past is Prologue." Viewpoints, Jan. 1974, 50:5-17. ERIC EJ092019

Carroll, Joyce. "Journal-Making: The Written Word is not Dead..." Media and Methods, Nov. 1972, 9:61-63. ERIC EJ069341

Carson, John F. "A Way With Words." Language Arts, May 1976, 53:599-600. ERIC EJ141173

Carter, Joseph C. "Enthusiasm, Intelligence, Research Pay Dividends for Student Writers: Team Learns How to Market Products." Quill and Scroll, Feb.-Mar. 1973, 47:21-23. ERIC EJ074225

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Cash, Evelyn. "Straight Copy to Original Composition." Journal of Business Education, Apr. 1974, 49:292-93. ERIC EJ095802

Cassill, R.V. "Approaches to Semiotic Composition." College English, Sept. 1975, 37:1-12. Larson, 1975

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Clark, Sister Mary, S.C. "What is Happening to Grammar?" Language Arts, Nov.-Dec. 1975, 52:1073-74, 1107. ERIC EJ136011

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Coe, Richard M. "Eco-Logic for the Composition Classroom." College Composition and Communication, Oct. 1975, 26:232-37. ERIC EJ135927

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Clark, William G. An Evaluation of Two Techniques of Teaching Freshman Composition. Final Report. Colorado Springs, Colo.: Air Force Academy, 1968. ERIC ED053142

Cleveland Heights - University Heights City School District. Thematic Approach to Literature, Language, and Composition, Grades 7, 8, 9: Junior High School Course Guide. Cleveland Heights, Ohio, n.d. ERIC ED021864

Cleveland Heights - University Heights City School District. Thematic Approach to Literature, Language, And Composition, Grades 10, 11, 12: Senior High School Course Guide. Cleveland Heights, Ohio, n.d. ERIC ED021865

Coates, Robert H., ed. Operation Alphabet 2, Teacher's Guide. New York: Noble and Noble, 1967. ERIC ED017886

Cohen, B. Bernard. Writing About Literature. Glenview, Ill.: Scott, Foresman and Company, 1973. Review Article

College Entrance Examination Board, New York. Freedom and Discipline in English, Report of the Commission on English. Princeton, N.J.: College Entrance Examination Board Publications, 1965. ERIC ED019290

College Entrance Examination Board, New York. 12,000 Students and their English Teachers: Tested Units in Teaching Literature, Language, Composition. Princeton, N.J.: College Entrance Examination Board Publications, 1968. ERIC ED023661

Colorado State Department of Education, Denver, Language Arts Advisory Committee. Teaching Composition, Suggestions for the Teacher, Kindergarten Through College. 1964. ERIC ED001153

Comprone, Joseph. From Experience to Expression. Dubuque, Iowa: William C. Brown, 1974. Tate, p. 192

Comprone, Joseph J. "The Uses of Media in Teaching Composition," in Gary Tate, ed., Teaching Composition: Ten Bibliographical Essays. Forth Worth: Texas Christian University Press, 1976. Larson, 1976

Conference for Secondary School English Department Chairmen. Eighteen Recommendations for Secondary School English Departments. Urbana, Ill.: National Council of Teachers of English, 1972.

> Recommendations concerning the organization, administration, and supervision of high school English programs. (R)

Connecticut State Department of Education, English and Reading Advisory Committee. Teaching of English Language Arts. Problems and Recommendations: A Report. Hartford, Conn., 1968. ERIC ED023660

Cooper, Charles R. "Responding to Student Writing," in Walter Petty and Patrick Finn, eds., The Writing Processes of Students. Report on the Annual Conference on Language Arts. Buffalo: State University of New York at Buffalo, 1975. Larson, 1976

Cooper, Charles R., and Lee Odell. Evaluating Writing: Describing, Measuring, Judging. Urbana, Ill.: National Council of Teachers of English, 1977.

> The contributors provide a comprehensive summary of current information on evaluating writing, with a view to helping teachers decide which aspects of the process and the product to examine, how to determine a writer's specific instructional needs, how to measure growth in writing ability, and how to involve students in evaluating writing.... (R)

Corbett, Edward P.J. "Approaches to the Study of Style," in Gary Tate, ed., Teaching Composition: Ten Bibliographical Essays. Forth Worth: Texas Christian University Press, 1976. Larson, 1976

Corbett, Edward P.J. Classical Rhetoric for the Modern Student. New York: Oxford University Press, 1965. Tate, pp. 4, 10, 50-51, 106, 229

Corbett, Edward P.J. "Rhetoric, Whether Goest Thou?" in A Symposium in Rhetoric. Denton, Texas: Texas Woman's University, 1975. Larson, 1975

Corbin, Richard. Research Paper Project: A Series of Worksheets for Use in the Senior High School. New York State English Council, 1969. (distributed by the National Council of Teachers of English)

Worksheets include information on choosing a subject, planning research, writing first drafts, and other steps in writing research papers. (R)

Corbin, Richard. The Teaching of Writing in our Schools: A Macmillan Guidebook for Parents. New York: Macmillan, 1966. (distributed by the National Council of Teachers of English) ERIC ED072468

Corder, Jim W. "Rhetorical Analysis of Writing," in Gary Tate, ed., Teaching Composition: Ten Bibliographical Essays. Fort Worth: Texas Christian University Press, 1976. Larson, 1976

Crews, Frederick. The Random House Handbook. 2nd ed. New York: Random House, 1977. Review Article

Crisp, Raymond E., ed. Issues in the Preparation of Teachers of English. Urbana, Ill.: Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers, 1967. ERIC ED019257

Croll, Morris William. Style, rhetoric, and rhythm; essays Ed J. Max Patrick et al. Princeton, N.J., Princeton University Press, 1966.

Crosby, Harry H. A Rhetorical Imperative. ERIC Document Reproduction Service, 1967. ERIC ED025534

Culkin, John M. Films Deliver: Teaching Creatively with Film. New York: Citation Press, 1970. Tate, p. 185

Cummings, D.W. Basic Skills and the Writing Process. Paper presented at the annual meeting of the Secondary School English Conference, Boston, Mass., 1976. ERIC Document Reproduction Service, 1976. ERIC ED122299

Cunningham, Donald H. and Herman A. Estrin, eds. The Teaching of Technical Writing. Urbana, Ill.: National Council of Teachers of English, 1975. Review Article

Dade County Public Schools, Miami, Fla. Sentences: Are There Choices? Language Arts: 5114.63. Authorized course of instruction for the Quinmester Program. Miami, Fla., 1973. ERIC ED085738

Daigon, Arthur and Elizabeth C. Hahn. Classroom Practices Deemed

Effective by Ninety-Eight Participants in 1965 NDEA English Institutes. ERIC Document Reproduction Service, 1967. ERIC ED015208

Dale, Philip S. Language Development - Structure and Function. 2nd ed. New York: Holt, Rinehart and Winston, 1976

D'Angelo, Frank J. A Conceptual Theory of Rhetoric. Cambridge, Mass.: Winthrop, 1975. ERIC ED106878

D'Angelo, Frank. "Modes of Discourse," in Gary Tate, ed., Teaching Composition: Ten Bibliographical Essays. Fort Worth: Texas Christian University Press, 1976. Larson, 1976

Dauterman, Philip. The Teaching of Composition: Rhetorical Perspectives. ERIC Document Reproduction Service, 1972. ERIC ED095548

Dean, Leonard F., Walker Gibson and Kenneth G. Wilson. The Play of Language. New York: Oxford University Press, 1971. Review Article. This is a revision of Essays on Language and Usage, L.F. Dean and K.G. Wilson, eds.

Decker, Isabelle M. 100 Novel Ways with Book Reports. New York: Citation Press, 1969. ERIC ED046959

Diederich, Paul B. Measuring Growth in English. Urbana, Ill.: National Council of Teachers of English, 1974. Larson, 1973-74

Dolch, E.W. Language Arts Philosophy. Woodstock Community Consolidated District Number 10, Ill., 1968. ERIC ED031481

Donelson, Kenneth, ed. Back-to-the-Basics in English Teaching. Arizona English Bulletin, February 1976. (distributed by the National Council of Teachers of English)

More than thirty articles explore various aspects of the currently popular demand for English teaching to get "back to the basics." The authors define the "basics" in general English teaching and in such specific areas as reading and composition, discuss teaching "relevant" subject matter vs. teaching the "basics," offer practical suggestions for improving the present teaching of English, and in some cases question or attack the whole notion of a set of "basics" which it is imperative to "get back to." (R)

Donelson, Kenneth, ed. The Many Faces of Language Teaching in the English Classroom. Arizona English Bulletin, February 1973. (distributed by the National Council of Teachers of English)

Debate concerning language, its definition and composition, has prompted this collection of articles on the various aspects of language and language teaching. These "faces" range from bilingualism and dialects to language acquisition

and grammar and offer several approaches in teaching that may intrigue the student. (R)

Donelson, Kenneth, ed. Rhetoric and Composition in the English Classroom. Arizona English Bulletin, February 1974. (distributed by the National Council of Teachers of English)

How do you teach writing? What problems do students face when writing? These and a multitude of other questions on composition are tackled by the contributors, who offer ideas, examples, and approaches to teaching writing from schools all over the country. Bibliography lists 375 entries on all aspects of rhetoric and composition. (R)

Donelson, Kenneth, ed. Student Teaching in English. Arizona English Bulletin, 1971. (distributed by the National Council of Teachers of English)

Articles on the roles of the cooperating teacher, department chairman, and college supervisor; the major concerns of student teachers; the relationship of university training to high school English teaching; suggestions for methods courses. Includes a survey of student teachers' reactions to their experience. (R)

Downing, John. Comparative Reading. Cross-national Studies of Behavior and Processes in Reading and Writing. New York: Macmillan, 1973.

Dudley, Juanita Williams. Report Monopoly: The Hottest Game in Town. Paper presented at the 25th annual meeting of the Conference on College Composition and Communication, Anaheim, California, 1974. ERIC Document Reproduction Service, 1974. ERIC ED094388

Dunning, Stephen, ed. English for the Junior High Years. Papers from the 1968 Spring Institutes on the Junior High School. Urbana, Ill.: National Council of Teachers of English, 1969. ERIC ED033942

Ebel, Robert L., ed. Encyclopedia of Educational Research. 4th ed. London: Macmillan, 1969.

Educational Research Council of America. Sequential Programs in English for a Restructured Curriculum (Grades 7-12). Greater Cleveland Curriculum Plan. Cleveland, Ohio, 1966. ERIC ED021862

Edwards, Thomas O. An Objective Evaluation of Expository Essays. ERIC Document Reproduction Service, 1975. ERIC ED111007

Effros, Charlotte. An Experimental Study of the Effects of Guided Revision and Delayed Grades on Writing Proficiency of College Freshmen. Final Report. West Haven, Conn: New Haven University, 1973. ERIC ED079764

Ehninger, Douglas, ed. Contemporary Rhetoric: A Reader's Coursebook. Glenview, Ill.: Scott, Foresman, 1972. Tate, p. 7

Ehninger, Douglas. Influence, Belief and Argument: An Introduction to Responsible Persuasion. Glenview, Ill.: Scott, Foresman, 1974. Tate, p. 250

Elbow, Peter. Writing Without Teachers. New York: Oxford University Press, 1973. Larson, 1973-74

Elcan, Ruth V. Elements of College Writing. Boston: Little, Brown, 1977. Review Article

Elgin, Suzette Haden. A Primer of Transformational Grammar for Rank Beginnners. Urbana, Ill.: National Council of Teachers of English, 1975. Review Article

Ellis, Patricia and Dean R. Lee. Teacher Requirements in the Composition Skills, Spelling, and Drama Instructional Systems and the Implications of the Requirements for Training Systems. Los Alamitos, Calif.: Southwest Regional Laboratory for Educational Research and Development, 1971. ERIC ED111017

Emig, Janet. "The Biology of Writing: Another View of the Process," in W. Petty and P. Finn, eds., The Writing Processes of Students. Proceedings of the First Annual Conference on the Language Arts. Buffalo: State University of New York at Buffalo, 1975. Larson, 1975

Emig, Janet. The Composing Processes of Twelfth Graders. Urbana, Ill.: National Council of Teachers of English, 1971. ERIC ED038205

Emig, Janet A., James T. Fleming and Helen M. Popp, eds. Language and Learning. New York: Harcourt, Brace and World, 1966.

Ettner, Kenneth, Chairman. A Thousand Topics for Composition. Revised. Illinois English Bulletin, 1971. (distributed by the National Council of Teachers of English)

> Topics found effective in composition courses were supplied by 250 junior and senior high school English teachers. Easy reference categories include personal reactions, character sketch, comparison and contrast. (R)

Evans, William H., ed. The Creative Teacher. New York: Bantam Books, 1971. ERIC ED053571

Evertts, Eldonna L., ed. English and Reading in a Changing World. Urbana, Ill.: National Council of Teachers of English, 1972. ERIC ED062336

Evertts, Eldonna L., ed. Explorations in Children's Writing. Urbana, Ill.: National Council of Teachers of English, 1970. ERIC ED074525

Everttts, Eldonna L. Variations of Syntax and Vocabulary in Children's Writing. Paper presented at the 7th annual meeting of the National Conference on the Language Arts in the Elementary School, Boston, Mass., 1975. ERIC Document Reproduction Service, 1975. ERIC ED111003

Everttts, Eldonna L. What's New in Language Arts: Composition. Washington, D.C.: American Association of Elementary, Kindergarten, and Nursery Educators, 1974. ERIC ED096672

Everttts, Eldonna L., et al. A Minimal Professional Reference Library on the Language Arts for Elementary School Teachers: 1976. Language Arts, April 1976. (distributed by the National Council of Teachers of English)

> This basic list is newly updated to include 122 professional books and journals considered essential to language arts teachers. The categorized list includes general works on curriculum and teaching methods, aids for selecting books, and books on learning activities, talking, reading, writing, literature, and language, grammar, and usage. (R)

Fader, Daniel, et al. The New Hooked on Books. New York: Berkley Publishing, 1976

Fagan, Edward R., ed. English and the Disadvantaged. Scranton, Penn.: International Textbook Company, 1967. ERIC ED020183

Fagan, William et al. Measures for Research and Evaluation in the English Language Arts. Urbana, Ill.: ERIC/RCS and National Council of Teachers of English, 1975.

> ... This publication makes available descriptions and summaries of more than 100 unpublished instruments for research and evaluation with potential for further use. The instruments, collected through a search of the ERIC system and a canvass of educators, are divided into 7 areas: language development, listening, literature, reading, standard English as a second language or dialect, teacher competency, and writing. The measures are indexed by author, category, and age range. (R)

Fagan, William T., Charles R. Cooper and Julie Jensen. "Measures: Writing," in Measures for Research and Evaluation in the English Language Arts. Urbana, Ill.: National Council of Teachers of English, 1975. Larson, 1975

Faulkner, Janice Hardison, ed. Learning Disabilities and the Language Arts: A Survey of Reading and Writing Instruction in the Secondary Schools; Addresses Presented at a Conference of the English Depart ment of East Carolina University. Greenville, N.C.: East Carolina University, 1975. ERIC ED110980

Fichtenau, Robert L. Teaching Rhetorical Concepts to Elementary Children. A Research Report. Pontiac, Mich.: Oakland County Schools, 1968. ERIC ED026383

Finder, Morris. Reason & Art in Teaching Secondary-School English. Philadelphia, Penn.: Temple University Press, 1976. ERIC ED131488

Fisher, Lester A. and Donald M. Murray. Perhaps the Professor Should Cut Class. Paper presented at the 61st annual meeting of the National Council of Teachers of English, Las Vegas, Nevada, 1971. ERIC Document Reproduction Service, 1971. ERIC ED085757

Flesch, Rudolf. The Art of Readable Writing. New York: Harper & Row, 1949. Tate, pp. 94-95

Flesch, Rudolf. Say What You Mean. New York: Harper & Row, 1972. Review Article

Folta, Bernard. Writing as Leading the Reader to a Discovery. Paper presented at the annual convention of National Council of Teachers of English, Washington, D.C., 1969. ERIC Document Reproduction Service, 1969. ERIC ED039227

Fordyce, Dorothy W. NDEA English Institutes - Composition. [Urbana] Ill.: National Council of Teachers of English, 1967. ERIC ED017509

Fowler, Mary Elizabeth. Teaching Language, Composition, and Literature. New York: McGraw-Hill, 1965. Review Article

Freeman, Donald C., ed. Linguistics and Literary Style. New York: Holt, Rinehart & Winston, 1970. Tate, pp. 239-40

Garcia, Anthony and Robert Myers. Analogies: A Visual Approach to Writing. New York: McGraw-Hill, 1974. Tate, pp. 191-92

Garrett, Patrick P. Creativity and the Literacy Crisis. Paper presented at the 26th annual meeting of the Conference on College Composition and Communication, St. Louis, Missouri, 1975. ERIC Document Reproduction Service, 1975. ERIC ED103866

Garrison, Roger H. New Approaches to Teaching. Paper presented at the Conference for Presidents of Two-Year Independent Colleges for Women, Westbrook Jr. College, Portland, Maine, 1968. ERIC Document Reproduction Service, 1968. ERIC ED025539

Gebhardt, Richard C. Balancing Theory with Practice in the Training of Writing Teachers. Paper presented at the 27th annual meeting of the Conference on College Composition and Communication, Philadelphia, Penn., 1976. ERIC Document Reproduction Service, 1976. ERIC ED120809

Georgia University, Athens, English Curriculum Study Center. Research in Cognate Aspects of Written Composition. 1968.

ERIC ED026368

Gerbrandt, Gary L. An Idea Book for Acting Out and Writing Language K-8. Urbana, Ill.: National Council of Teachers of English, 1974. ERIC ED089318

Geuder, Patricia, et al, eds. They Really Taught Us How to Write. Urbana, Ill.: National Council of Teachers of English, 1974. Larson, 1973-74

Giannasi, Jenefer M. "Dialects and Composition," in Gary Tate, ed., Teaching Composition: Ten Bibliographical Essays. Forth Worth, Texas: Christian University Press, 1976. Larson, 1976

Gibson, Walker. Seeing and Writing. New York: David McKay Company, 1974. Tate, p. 174

Gibson, Walker. Tough, Sweet, and Stuffy: An Essay on Modern American Style. Bloomington: Indiana University Press, 1966. Tate, pp. 84-85, 95, 182

Gilbert, Robert B. Use of Paperbacks and Visual Aids in Teaching Composition to College Freshmen. Final Report. Livingston, Ala.: Livingston University, 1969. ERIC ED035633

Glaus, Marlene. From Thoughts to Words. [Urbana], Ill.: National Council of Teachers of English, 1965. ERIC ED030666

Gleason, H.A., Jr. Linguistics and English Grammar. New York: Holt, Rinehart and Winston, 1965. Tate, p. 296

Gleason, H.A., Jr. et al. Linguistics, Composing, and Verbal Learning. Papers from the 1962 Conference on College Composition and Communication. [Urbana], Ill.: National Council of Teachers of English, 1962. ERIC ED037466

Glissmeyer, Gloria. The English Teacher and Doublespeak. Paper presented at the Conference on English Education, Baltimore, Maryland, 1973. ERIC Document Reproduction Service, 1973. ERIC ED098613

Glorfeld, Louis E., David A. Lauerman and Norman C. Stageberg. A Concise Guide for Writers. 4th ed. New York: Holt, Rinehart and Winston, 1977

Godshalk, Fred I. A Survey of the Teaching of English in Secondary Schools. Berkeley, Calif.: Educational Testing Service, 1969. ERIC ED033113

Godshalk, Fred I., Frances Swineford and William E. Coffman. The Measurement of Writing Ability. New York: College Entrance Examination Board, 1966. ERIC ED029028

Goldstein, Miriam B. The Teaching of Language in Our Schools: A

Macmillan Guidebook for Parents. New York: Macmillan, 1966. (distributed by the National Council of Teachers of English). ERIC ED024689

Golub, Lester S. A Model for Teaching Composition. A paper presented at the annual meeting of the American Educational Research Association, Los Angeles, California, 1969. ERIC Document Reproduction Service, 1969. ERIC ED031496

Gonzalez, Laverne. Turning on to Writing - Freshman Composition: Ways and Means. Paper presented at the 63rd annual meeting of the National Council of Teachers of English, Philadephia, Penn., 1973. ERIC Document Reproduction Service, 1973. ERIC ED089276

Goodman, Yetta M. and Carolyn L. Burke. Reading Miscue Inventory Manual: Procedure for Diagnosis and Evaluation. New York: Macmillan, 1972. Tate, pp. 220-21

Gordon, Edward J. and Edward S. Noyes, eds. Essays on the Teaching of English: Reports of the Yale Conference on the Teaching of English. New York: Appleton-Century-Crofts, 1960. (distributed by the National Council of Teachers of English). ERIC ED023668

Gorrell, Robert M., ed. Rhetoric - Theories for Application, Papers Presented at the 1965 Convention of the National Council of Teachers of English. [Urbana], Ill.: National Council of Teachers of English, 1967. ERIC ED017504

Graham, M. Robert, ed. Alternative Strategy in English Classrooms. Michigan Council of Teachers of English, 1973.

... The different approaches to teaching shared in this spiral-bound, illustrated collection offer practical advice for all grade levels. Teachers help students make the transition from a traditional classroom, vary the day's learning activities for different students, and suggest learning games, gambits for writing, and thematic units that have worked for them. (R)

Graves, Richard L. Rhetoric and Composition: A Sourcebook for Teachers. Rochelle Park, N.J.: Hayden Book Company, 1976. ERIC ED136271

Green, Harry A., and Walter Petty. Developing Language Skills in the Elementary Schools. 5th ed. Boston, Mass.: Allyn and Bacon, 1975. ERIC ED106857

Grose, Lois, Dorothy Miller and Erwin R. Steinberg, eds. Suggestions for Evaluating Junior High School Writing. Pittsburgh, Pa.: Association of English Teachers of Western Pennsylvania, 1963.

Discusses principles and methods for evaluating junior high school themes and includes three sets of graded themes for grades 7, 8, and 9. (R)

Gulassa, Cyril M. and Florin L. Caldwell. Phase One: Study of Objectives for English 1A Classes. Transfer Level Composition at De Anza College. Cupertino, Calif.: De Anza College, 1972. ERIC ED061943

Hairston, Maxine C. Carl Rogers' Alternative to Traditional Rhetoric. Paper presented at the 27th annual meeting of the Conference on College Composition and Communication, Philadelphia, Penn., 1976. ERIC Document Reproduction Service, 1976. ERIC ED122295

Hall, Donald. Writing Well. 2nd ed. Boston, Mass.; Little, Brown, 1976.

Hardaway, Francine. Reshaping Our Goals for Freshman Composition. Paper presented at the 26th annual meeting of the Conference on College Composition and Communication, St. Louis, Missouri, 1975. ERIC Document Reproduction Service, 1975. ERIC ED103858

Hardin County Board of Education, Elizabethtown, Ky. Phase - Elective English: An Experimental Program for Grades Eleven and Twelve, East Hardin High School. ERIC Document Reproduction Service, 1970. ERIC ED043647

Harlandale Independent School District, San Antonio, Texas, Career Education Center. Seventh Grade Reading and Composition Curriculum Guide. San Antonio, n.d. ERIC ED096455

Harvey, Robert C., et al., eds. Annotated Index to the English Journal, First Supplement: 1964-1970. Urbana, Ill.: National Council of Teachers of English, 1972. ERIC ED067664

Hauck, Marian K. The Case for Descriptive Writing. An unpublished paper. ERIC Document Reproduction Service, 1969. ERIC ED062352

Hawaii State Department of Education, Honolulu. English Language Arts, Grades 7-12: Reading, Composition, Language, Literature. Honolulu, 1968. ERIC ED033131

Hawkins, Thom. Group Inquiry Techniques for Teaching Writing. Urbana, Ill.: ERIC Clearinghouse on Reading and Communication Skills and the National Council of Teachers of English, 1976. ERIC ED128813

Hawley, Robert C. and Isabel L. Hawley. Writing for the Fun of it: An Experience-based Approach to Composition. Amherst, Mass.: ERA Press, 1974. Review Article

Hayakawa, S.I. Language in Thought and Action. New York: Harcourt, Brace, and World, 1964. ERIC ED019282

Henrico County School System, Highland Springs, Va. Composition Focus for Nine-week Elective Courses in English, Grades 9-12. 1973.

ERIC ED102593

Herndon, Jeanne H. A Survey of Modern Grammar. 2nd ed. New York: Holt, Rinehart and Winston, 1976.

Herr, Selma E. Learning Activities for Reading. 3rd ed. Dubuque, Iowa: Wm. C. Brown, 1977.

Hillard, Helen, Chairman, Editorial Committee. Suggestions for Evaluating Senior High School Writing. Pittsburgh, Pa.: Association of English Teachers of Western Pennsylvania, 1963.

States general principles of evaluation and suggests ways to design comments so they are teaching instruments as well as critical perceptions about the students' writing. Includes themes from grades 10, 11, and 12, with comments for the student and analytical remarks for teachers. (R)

Hillerich, Robert L. Evaluation of Written Language. Paper presented at the annual meeting of the American Educational Research Association. Minneapolis, Minn., 1970. ERIC Document Reproduction Service, 1970. ERIC ED041944

Hillocks, George Jr. Observing and Writing. Urbana, Ill.: ERIC Clearinghouse on Reading and Communication Skills and National Council of Teachers of English, 1975. ERIC ED102574

Hillocks, George, et al. The Dynamics of English Instruction: Grades 7-12. New York: Random House, 1971. ERIC ED075816

Hipple, Theodore W. Readings for Teaching English in Secondary Schools. New York: Macmillan, 1973. Review Article

Hipple, Theodore W. Teaching English in Secondary Schools. New York: Macmillan, 1973. ERIC ED072453

Hirsch, E.D., Jr. The Philosophy of Composition. Chicago: University of Chicago Press, 1977.

Hogan, Robert F., ed. The English Language in the School Program. Urbana, Ill.: National Council of Teachers of English, 1966. ERIC ED076999

Hook, J.N. English Language Programs for the Seventies. Duluth: Minnesota Council of Teachers of English, 1967. ERIC ED015186

Hook, J.N., Paul H. Jacobs and Raymond D. Crisp. What Every English Teacher Should Know. Urbana, Ill.: National Council of Teachers of English and Illinois State-Wide Curriculum Study Center in the Preparation of Secondary School English Teachers, 1970.

Discusses the qualities, knowledge, and skills necessary for teaching language, composition, literature, and oral communication. Based on a five-year study in Illinois schools. (R)

Hoover, Regina M. Towards More Painless Grammar. Paper presented at the 27th annual meeting of the Conference on College Composition and Communication, Philadelphia, Penn., 1976. ERIC Document Reproduction Service, 1976. ERIC ED130319

Horn, Thomas D., ed. Research on Handwriting and Spelling. Urbana, Ill.: National Council of Teachers of English, 1966. ERIC ED089362

Hovland, Carl I., Irving Janis and Harold H. Kelley. The Order of Presentation in Persuasion. New Haven: Yale University Press, 1957. Tate, p. 55

Hudnall, Clayton. Teaching Writing Well. 2nd ed. Boston, Mass.: Little, Brown, 1976

Indianapolis Public Schools, Ind. The Oral-Aural-Visual Program for Teaching Language Arts: Units of Instruction, Grade Nine. ERIC Document Reproduction Service, 1968. ERIC ED025509

Ingram, David. "If and When Transformations Are Acquired by Children," in Daniel Date, ed., Georgetown University Round Table on Languages and Linguistics 1975. Washington, D.C.: Georgetown University Press, 1975. Larson, 1976

Instructional Objectives Exchange, Los Angeles, Calif. English Skills, Grades 10-12. 1970. ERIC ED084532

Irmscher, William F. The Holt Guide to English - A Contemporary Handbook of Rhetoric, Language and Literature. New York: Holt, Rinehart and Winston, 1972. Tate, p. 16

Jacobs, Gabriel H.L. When Children Think: Using Journals to Encourage Creative Thinking. New York: Teachers College Press, Columbia University, 1970. ERIC ED064279

Jacobson, Rodolfo. Follow-up Report on the NDEA Institute for Advanced Study in English Language and Composition Conducted at the State University College Cortland in Summer 1968. Cortland, N.Y.: State University, Cortland College, 1968. ERIC ED036518

Jefferson County Board of Education, Louisville, Ky. Phase-Elective English: An Experimental Program for Grades Eleven and Twelve. 1969. ERIC ED037458

Jefferson County Board of Education, Louisville, Ky. Phase-Elective English, 1970. ERIC ED043644

Jenkinson, Edward B. and Donald A. Seybold. Writing as a Process of Discovery: Some Structured Theme Assignments for Grades Five Through Twelve. Bloomington: Indiana University Press, 1970. ERIC ED040192

Jesser, David L. Promising Practices for Improving Classroom Atmosphere and Pupil Motivation for Learning. Volume 1: Language

Arts. Carson City, Nevada: Western States Small Schools Project, 1967. ERIC ED058242

Jewett, Arno Joseph. Improving English Composition. Washington, National Education Association, 1965

Johannesen, Richard L., ed. Contemporary Theories of Rhetoric: Selected Readings. New York: Harper & Row, 1971. Tate, pp. 7, 28-29

Judine, Sister M., ed. A Guide for Evaluating Student Composition: Readings and Suggestions for the Teacher of English in the Junior and Senior High School. [Urbana], Ill.: National Council of Teachers of English, 1965. ERIC ED033948

Judy, Stephen N. Explorations in the Teaching of Secondary English: A Source Book for Experimental Teaching. New York: Harper & Row, 1975. ERIC ED116242

Judy, Stephen, ed. Lecture Alternatives in Teaching English. St. Joseph: Michigan Council of Teachers of English, 1971. (distributed by National Council of Teachers of English). ERIC ED062326

Kahl, Marilyn, et al, eds. Potpourri '76: A Collection of Teaching Ideas for Elementary and Secondary Schools. Southland Council of Teachers of English, 1976. ERIC ED131479

Kallsen, T.J. Teachers' Use of Dictating Machines to Improve the Written Composition of College Students. Nacogdoches, Tex.: Stephen F. Austin State College, 1965. ERIC ED003337

Kinder, Robert Farrar, ed. The English Program K-12: The Tree and Its Roots. Connecticut Council of Teachers of English and National Council of Teachers of English, 1965.

Articles discuss language study and new approaches to grammar study, principles and goals for skills development, traditional and alternative attitudes toward composition instruction, the goals of literature programs, and the effects of critical and educational theories. (R)

Kinneavy, James L. A Theory of Discourse: The Aims of Discourse. Englewood Cliffs, N.J.: Prentice-Hall, 1971. ERIC ED076992

Kinneavy, James L., John Q. Cope and J.W. Campbell. Aims and Audiences in Writing. Dubuque, Iowa: Kendall/Hunt, 1976. Tate, pp. 247, 251

Kinneavy, James L., John Q. Cope and J.W. Campbell. Writing - Basic Modes of Organization. Dubuque, Iowa: Kendall/Hunt, 1976. Tate, p. 248

Kinneavy, James L., and C. Robert Kline, Jr. "Composition and Related Fields," in Gary Tate, ed., Teaching Composition: Ten

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Kirchoffer, Richard. Journal Writing as a Means and an End. Paper presented at the 25th annual meeting of the Conference on College Composition and Communication, Anaheim, Calif., 1974. ERIC Document Reproduction Service, 1974. ERIC ED097693

Kitzhaber, Albert R. Concepts in Communication. New York: Holt, Rinehart and Winston, 1974

Kitzhaber, Albert R. A Sequential Curriculum in Language, Reading, and Composition (Oral and Written), Grades 7 Through 12. Final Report. Eugene: Oregon University, 1967. ERIC ED015895

Kitzhaber, Albert R. Themes, Theories, and Therapy, the Teaching of Writing in College. The Report of the Dartmouth Study of Student Writing. New York: McGraw-Hill, 1963. ERIC ED020202

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Kobler, Turner. "Rhetoric and Linguistics," in A Symposium in Rhetoric. Denton: Texas Woman's University, 1975. Larson, 1975

Koen, Frank M. The Tagmemic Discovery Procedure: An Evaluation of its Uses in the Teaching of Rhetoric. Ann Arbor, Mich.: University of Michigan, 1973. Tate, pp. 24, 40

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